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ABSTRACT

This resource file contains information for Utah elementary school teachers to help their level 3 students meet the state's instructional objectives in the social studies. This particular student level emphasizes comparative communities and environments. The following disciplines are covered in the resource file: psychology, anthropology, sociology, geography, history, economics, political science, and geographic skills. Each activity includes an instructional objective along with a title, topic, time segment, procedures, materials, evaluation, and adaptation. Sample objectives include discussing how groups utilize the environment to secure their basic needs (geography) and explaining how an invention influences change in human society (history). Additional teacher materials, student information sheets, and student activity sheets also are included where applicable. (DB)

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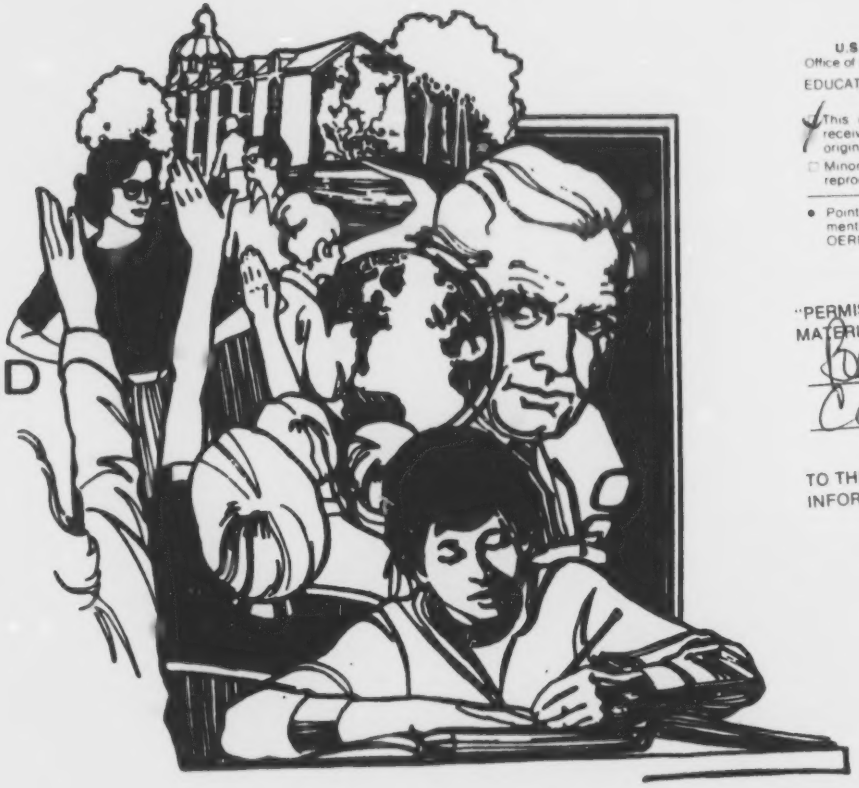
ED348302

A RESOURCE FILE FOR SOCIAL STUDIES IN UTAH

LEVEL 3

COMPARATIVE COMMUNITIES AND ENVIRONMENTS



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SO 022 525

Utah State Office of Education

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The students will conclude that everyone has feelings and expresses emotions. (309)(P,V)

Title: Elementary - Social Studies
Expressing Feelings

Topic: Psychology

Time segment: One Time Segment

303-101 (306)(V)
D

Instructional objectives:

To assist students' awareness that everyone has feelings and expresses emotions.

Materials:

1. Many magazines to be cut up.
2. Scissors for each student.
3. Glue for each student.
4. Large cardboard on poster board backing.
5. Drying area.
6. A sealer (thinned Elmers glue).
7. Tabs made from construction paper.

Evaluation:

The student will be aware of a variety of human emotions and feelings by creating a feeling collage.

Adaptations:

Create collage in teams.

Procedure:

1. Teacher conducts a brainstorming session creating a word bank to describe emotions and feelings.
2. Teacher and students collect a variety of magazines that contain large, colorful illustrations of people.
3. Students search the magazines for illustrated examples of people expressing a variety of emotions and cut them out.
4. Each student will need a sturdy material, such as poster board, thin cardboard etc., cut to the size determined by the teacher to be used for the backing of the collage.
5. Students select a variety of the better illustrations, and trim away unnecessary parts of the illustrations.
6. The students place the picture on the backing, manipulating them into an interesting overlapping pattern.
7. The teacher should encourage the students to experiment with the final placement of the pictures, stressing balance of design.
8. When final arrangement is decided upon, the student should pick up one picture, put a small amount of glue on the center back and carefully replace it in its selected position on the collage.
9. After all pictures on the collage are secured in this manner, the student should be sure the overlapping of the pictures are correct, and proceed to glue loose edges again using small amounts of glue.
10. Collages are placed in a designated drying area. Teacher cautions students to be sure no collages touch each other.
11. After collages are completely dry, they can be sprayed or painted with a protective sealer.

Skills: Elementary - Social Studies

303-825
303-878

Evaluation comments on activity:

Students:

Teacher:

12. Teacher provides students with enough tabs of any desired shape or size, to contain the labeled identity of all emotions portrayed on individual collages.

13. The tabs can be used in a variety of ways.

    A. As a border around mounted collages.
    B. In an envelope fastened on the back of the collage for a matching game in a learning center.
    C. If the collages are displayed on a bulletin board, the tabs can be arranged as a free floating border around each other.

14. The purpose of the identity tabs is to encourage other class members to match emotions with correlating illustrations on one another's collages.

The students will identify the role of individuals in the city and in rural areas. (411)(V)

Title: Elementary - Social Studies
Roles of Individuals: Rural and City

Topic: Psychology

Time segment: One Time Segment

303-102 (408)(I,V) D

Instructional objectives:

To facilitate the student's understanding of roles of individuals in rural and city areas.

Materials:

1. Large chalkboard area for brainstorming.
2. Mural area for displaying pictures.

Evaluation:

The student is able to identify roles of individuals in city and rural areas.

Adaptations:

Students can produce individual illustrations.

Procedure:

1. Teacher brainstorms with the class, roles of individuals who live in cities and in rural areas and records responses on the board.
2. A discussion of similarities and of differences of the roles should follow along with reasons why men and women work.
3. Students categorize these roles into large groups: transportation service, food, buildings, communication, and recreation.
4. Students working in small committees will draw illustrations of some categorized roles to be placed on a large class mural.
5. Arrangements of the pictures for the mural can be organized into chain reactions, similarity and differences, interdependence, etc.

Skills: Elementary - Social Studies

303-825
303-878

Evaluation and comments on activity:

Students:

Teacher:

The students will explain "community" in terms of interaction, mutual influence, and location. (401) (V)

Title: Elementary - Social Studies
Mapping Our Community

Topic: Anthropology

Time segment: One Time Segment

303-201 (401)(V)
D

Instructional objectives:

To assist the students' understanding of the influence of the interaction, mutual influence and location of their community.

Materials:

1. Large mural area to contain a community map.
2. Art materials for producing map and symbols.

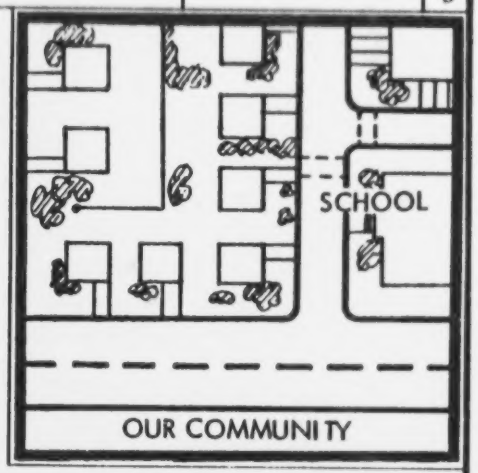
Evaluation:

The student can explain their community in terms of interaction, mutual influence and location.

Adaptations:

Procedure:

1. Teacher prepares a mural area to contain a large map of the community surrounding the school.
2. Teacher and students together prepare the map of the area identifying major roads and street, physical features, mountains, water, parks, etc. and man made boundaries.
3. The teacher and students discuss the location of types of buildings in their community (i.e. homes, businesses, industries, public, etc.)
4. Student groups are assigned by the teacher to create a symbol for the various types of buildings and produce the number needed.
5. The symbols are placed in the proper locations on the map and in the legend.
6. Teacher and students evaluate their community by discussing the ways people influence each other, interact and are affected by the communities location



Skills: Elementary - Social Studies

303-808
303-811
303-815
303-816
303-818
303-807

Evaluation and comments on activity:

Students:

Teacher:

The students will explain how people of different cultures make up a community and the contributions they make. (408) (I,V)

Title: Elementary - Social Studies
Foods From Other Cultures

Topic: Anthropology

Time segment: Teacher discretion

303-202 D

Instructional objectives:

To facilitate the students' understanding of the contributions to a community of other cultures through the preparation of foods.

Materials:

1. Board space for listing various foods in the Four Basic Food Groups.
2. Chart paper for each group to copy two-three recipes.
3. Volunteer helpers for the preparation of foods for a class food party.
4. Materials and supplies for a class food party.

Evaluation:

The student is aware of cultural influences on the preparation of different foods.

Adaptations:

Resource people who specialize in authentic food preparation are invited to the classroom to discuss and/or demonstrate their skills.

24

Procedure:

1. Teacher conducts a discussion on the meaning of "culture" and asks students to share information on how other cultures have had positive influences on their community.
2. The teacher points out one of the major influences one culture has on others is in the preparation of food.
3. Teacher lists the four basic food groups on the board and students name types of food that would fit into each.
4. The teacher divides the class into four groups and assigns each a differnt food group.
5. Teacher makes an assignment to be done outside of class. The student is to find at least one recipe for the preparation of a food from their assigned group, as prepared by another culture and bring it to class.
6. Each food group selects two or three recipes and copies them on to charts and draws an illustration of the culture or dish.
7. These charts are displayed on the bulletin board.
8. The teacher arranges for parent or PTA volunteers to assist with a class dinner party or food sampling party.
9. The class decides which recipes on the bulletin board they would like to prepare for the class food party.
10. Depending upon classroom facilities, parent involvement and teacher discretion, plans are made with the class on organization of food party.

HS 9

Skills: Elementary - Social Studies

303-825
303-851
303-879
303-880

Evaluation comments on activity:

Students:

Teacher:

The students will analyze themselves and other cultures to determine how communities in a variety of cultures adapt to environments, and how individuals within a community may change their cultural traits. (408)(I,V)

Title: Elementary - Social Studies
Building Houses in Different Cultures

Topic: Anthroplogy

Time segment: One Time Segment

303-203 (408)(I V) D

Instructional objectives:

To assist students' awareness on how communities adapt to their environment.

Materials:

1. Reference books or research time in IMC.
2. Large map of World for locating specific regions.
3. Materials for group pictures.
4. Bulletin board area.

Evaluation:

The students are able to analyze how cultures have adapted to their environment by researching and illustrating raw materials used in houses.

Adaptations:

If smaller groups are desired, use additional geographical regions.

Procedure:

1. Teacher conducts a large group discussion on what raw materials are used in the building of homes and what effect the availability of raw materials has on the design of buildings.
2. Teacher brainstorms with the students, regions of the world where vegetation and climates produce different raw materials for building, (i.e. tropical, deserts, forests, plains and polar regions, etc.
3. Student groups are assigned to research each region and make a list of all natural resources (at least 3) that could be used to build a home.
4. The student groups will plan a house, using only the raw materials available in their region.
5. Draw a large illustration of the house.
6. A reporter from each group shares what raw materials are available in their assigned region, and how they were used to build the house as they display the group picture.
7. Class discusses how cultural changes in buildings occur when new materials are introduced to the region.
8. The groups discuss what raw materials from other regions could be used to improve their building. The group may decide on two new raw materials.
9. Draw a second picture of your house, illustrating the changes you have made with your new materials.
10. Both pictures from each group are displayed on bulletin area. Class members can then analyze the two versions of each house, and forecast what new raw materials were used in constructing the second house and from what region they were obtained.

Skills: Elementary - Social Studies

303-851
303-856
303-877
303-879
303-880
303-881

Evaluation and comments on activity:

Students:

Teacher:

The students will discuss ways that the individual learns social behavior from the family. (403)(P,V)

Title: Elementary - Social Studies
Social Behavior

Topic: Sociology

Time segment: One Time Segment

303-301 (403)(P,V)
D

Instructional objectives:

To assist students' awareness that families teach social behavior.

Materials:

Area for role playing where all students can observe.

Evaluation:

The student is able to participate in a role play and discussion about the family's role in teaching behavior to individuals.

Adaptations:

Supply different situations for students.

Procedure:

1. Teacher asks the class to think of the ways individuals learn social behavior from the family.
2. After discussing student suggestions, the teacher asks for volunteers to role play one of the examples.
3. The students and teacher meet quickly to assign roles and plan role play.
4. The students present the role play to class.
5. Debrief the role play by evaluating the strengths and suggesting ways to improve.

6. The teacher divides the class into groups and assigns each a role playing situation where the family can help the individual learn social behavior, i.e., table manners, phone manners, large group manners, introductions, manners in car or bus, manners in a movie theater and public restaurant.
7. Teacher and students debrief the role playing by evaluating the strengths and realism of the situation.

Skills: Elementary - Social Studies

303-825
303-828
303-856

Evaluation and comments on activity:

Students:

Teacher:

The students will explain how groups teach the individual the social behavior of a culture. (III)(I,V)

41

Title: Elementary - Social Studies
Group Teaches Behavior

Topic: Sociology

Time segment: One Time Segment

303-302 (111)(I,V)
D

Instructional objectives:

To assist students' awareness of the influence groups have on individual behavior.

Materials:

Book: The Sneetches by Dr. Seuss.

Evaluation:

The students explain how groups teach individuals the social behaviors of a culture.

Adaptations:

Select another story as an example of groups teaching individuals social behavior.

Procedure:

1. Teacher conducts a discussion on how groups teach individuals social behavior.
2. Teacher reads to the class, The Sneetches, while students listen for ways the individuals are influenced by the group.
3. After the students have discussed the story, they relate experiences where groups have influenced individuals in their life.

Skills: Elementary - Social Studies

303-827
303-828
303-830
303-876

Evaluation and comments on activity:

Students:

Teacher:

The students will cite examples of groups interacting to shape the values of a social culture. (III)(V)

Title: Elementary - Social Studies
Social Culture

Topic: Sociology

Time segment: One Time Segment

303-303 (III)(V)
D

Instructional objectives:

To assist students' understanding of how groups interacting influences social culture.

Materials:

1. Materials for mural posters.
2. Letter writing materials.

Evaluation:

The student is able to cite examples of group interaction which influences social culture.

Adaptations:

Invite a key citizen to discuss their role as a leader.

Procedure:

1. After activity 303-302, the teacher discusses with students examples of groups interacting to shape the values of their social culture, i.e., sportmanship in athletics, neighborhood pride in yards, group manners, PTA reading materials, etc.

2. Teacher divides students into mural groups. Each group makes a mural illustrating how groups shape behavior.

3. The teacher displays posters with frames and captions.

4. Students identify key citizens in the groups which influence their behavior and write a group or individual letter of appreciation. Students express understanding in the content of the letter, that their active role in this group is an example of good citizenship.

Subjects: *Elementary - Social Studies*

303-829
303-830
303-850

Evaluation and comments on activity:

Students:

Teacher:

The students will explain how roles and values affect the cultural and physical environment of different family groups and their own family groups. (403)(V,P)

Title: Concerned Third Grade Citizens

Topic: Sociology

Time segment: Teacher discretion

303-304 (403)(V,P)

D

Instructional objectives:

Assist students' awareness of how values affect cultural and physical environments.

Materials:

1. Board space for brainstorming.
2. Copies of current newspapers for student groups.
3. Letter writing materials.
4. Resource person.

Evaluation:

Student is able to explain how values affect cultural and physical environment of different family groups.

Adaptations:

A field trip or classroom project can be part of the plan of action.

Procedure:

1. Teacher conducts a discussion about what constitutes our physical environment.
2. Students then brainstorm the ways their family uses the environment. Teacher lists students' responses on one area of the board under the category head of family use.
3. Students brainstorm the ways their community uses the environment. Teacher lists students' responses on one area of the board under the category heading of Community Use
4. The teacher scans newspapers (local if possible) and locates all articles related to the environment. The teacher makes a list of article headlines, picture captions, and key phrases from advertisements, etc. noting the page where found.
5. The teacher divides the class into groups and supplies a copy of the complete newspapers used to compile the list to each group.
6. Teacher instructs student groups to separate the paper so each member has no more than two-three pages.
7. The teacher instructs the students that she/he will read a headline caption, key phrases, etc., and the students task is to scan their section of the newspaper to locate same.
8. When the exact item is found, it is quickly torn from the paer and rushed to the teacher for verification. If the correct selection is made, that group receives a point.
9. The teacher tabulates the score on the board.
10. After the completion of the game, the articles relating to the environment should be discussed.

Skills: Elementary - Social Studies

303-815
303-817
303-825
303-827
303-829
303-850
303-877
303-878
303-879

Evaluation and comments on activity:

Students:

Teacher:

11. A map of the county or community is posted. Under the teacher's direction, locate any areas that might have been discussed from newspaper articles.

12. Teacher encourages students to forecaste other problem areas and locate them on the map. All potential problem areas should be circled.

13. Students discuss all their problem areas and select one specific problem area that they, as concerned third grade citizens, could have an impact on the solving of the problem.

14. With the teacher's aid, the students obtain names of individuals or organizations that could be influential in the students' task to make an impact.

15. Students write individual or group letters to the designated person or persons explaining their concern and requesting information regarding roles they might play in the solution of the problem.

16. If possible, resource people can be invited to class.

17. Teacher and students now formulate a plan of action for their own problem solving campaign.

The students will describe the contributions of women to society. (202)(V)

Title: Elementary - Social Studies
Contribution of Women

Topic: Sociology

Time segment: Teacher Discretion

303-305 (202)(V) D

Instructional objectives:

To assist students' awareness of women's roles and contribution in American Society.

Materials:

1. Dateline spanning American History.
2. Dateline tabs for each student.
3. Camera and film for picture taking.
4. Large chart paper, Activity 305-304 from Utah State Social Studies fifth grade curriculum.

Evaluation:

Students will be able to describe the contributions of women to society.

Adaptations:

Students read autobiographies of American women.

Procedure:

1. Teacher conducts a discussion by asking students to list the many roles that women have in our society.
2. Teacher records students' responses on the board.
3. Teacher prepares a time line spanning American History.
4. Data on famous American women have been compiled in Activity 305-304. The teacher can supply these names, names from the history books and student suggestions for student research.

FAMOUS AMERICAN WOMEN:

5. The student will research in the IMC in reference books, a famous woman, recording her birthday and contributions to American society.
6. Student records researched data on dateline tab and places it correctly on dateline (if possible).
7. An invitation should be extended to local women who contribute to their community.
8. Students brainstorm possible questions to ask resource women who accept their invitation.
9. Teacher should stress that different women should be asked different questions pertaining to their specific contributional roles.
10. From the brainstormed list, students select the best "on-target" question for each resource woman and the question is assigned to a student.
11. After each resource woman's presentation, her picture should be placed on the time line and a tab made.
12. The class evaluates by composing a group chart identifying each visitor's contributing role.

Skills: Elementary - Social Studies

303-855
305-854
303-875
303-880
303-881

Evaluation and comments on activity:

Students:

Teacher:

The students will locate and describe different environments in which groups live. (409)(I)

(Activity included with 303-401)

The students will discuss how groups utilize the environment to secure their basic needs. (409)(I)

Title: Elementary - Social Studies
Different Environments

Topic: Geography

Time segment: One Time Segment

303-401 (409)(I)
303-402 (409)
D

Instructional objectives:

To assist students' understanding of peoples' use of their environment to secure their basic needs.

Materials:

1. Large world map that can have drawings placed on it.
2. Art materials for student drawings.

Evaluation:

The student is able to describe through pictures how man uses their environment to secure their basic needs.

Adaptations:

Student pictures can be used instead of student drawings.

Procedure:

1. The teacher conducts a discussion on the different environmental regions of the world, using the world map and temperate zones.
2. Student houses constructed in Activity 303-203 can be placed in the correct temperate zone.
3. Students brainstorm with the teacher, foods available in the different temporate zones. The teacher lists students' food items by zones on the board.
4. Students brainstorm what materials are available to make into clothing. Teacher lists students' items by zones on the board.
5. Student groups are organized to draw brainstormed ideas.
6. Completed student pictures are placed in the appropriate temperate zones on the environmental mural.

Skills: Elementary - Social Studies

303-802
303-803
303-804
303-852
303-879

Evaluation and comments on activity:

Students:

Teacher:

The students will explain how groups in communities modify the environment to utilize the resources and increase the supply of resources. (409)(I)

Title: Elementary - Social Studies
Modifying Environment

Topic: Geography

Time segment: One Time Segment

303-403 (409)(I)
D

Instructional objectives:

To assist students' ability to understand the development of natural resources.

Materials:

1. Reference material in natural resources of the local area.
2. Board space for three brainstormed lists.
3. Student Activity Sheet for each class member.

Evaluation:

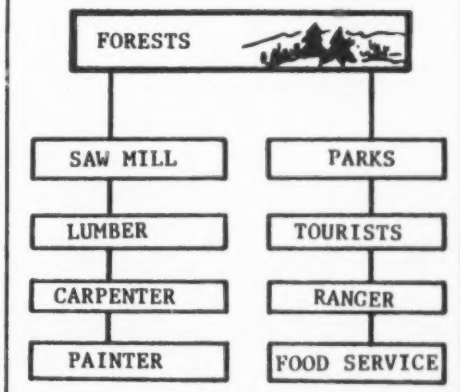
The student can explain how development of natural resources increases the supply.

Adaptations:

A local Senior Citizen speaks to the class on the development of natural resources in the area.

Procedure:

1. The teacher and students obtain reference information on the history of their area. Based upon this material, a list of natural resources available in that area is compiled.
2. Teacher and students brainstorm a list of businesses and industries related to these natural resources.
3. Teacher and students now brainstorm a third list of related occupations and services.
4. Each student selects one natural resource from researched list and place it in the top box of the Resource Development Diagram.
5. From the second brainstormed list, the student selects a related business or industry in the second box.
6. The third row of boxes on the diagram should contain related products produced by the business or industry. These items will require student forecasting.
7. The fourth row of boxes will contain specific occupations related to each of the products.
8. The fifth row of boxes on the diagram will contain further related occupations.
9. The teacher encourages students to complete their diagram.
10. Students are encouraged to share their Resource Development Diagram with the class.



Skills: Elementary - Social Studies

303-825
303-853
303-855
303-879

Adaptations: Continued

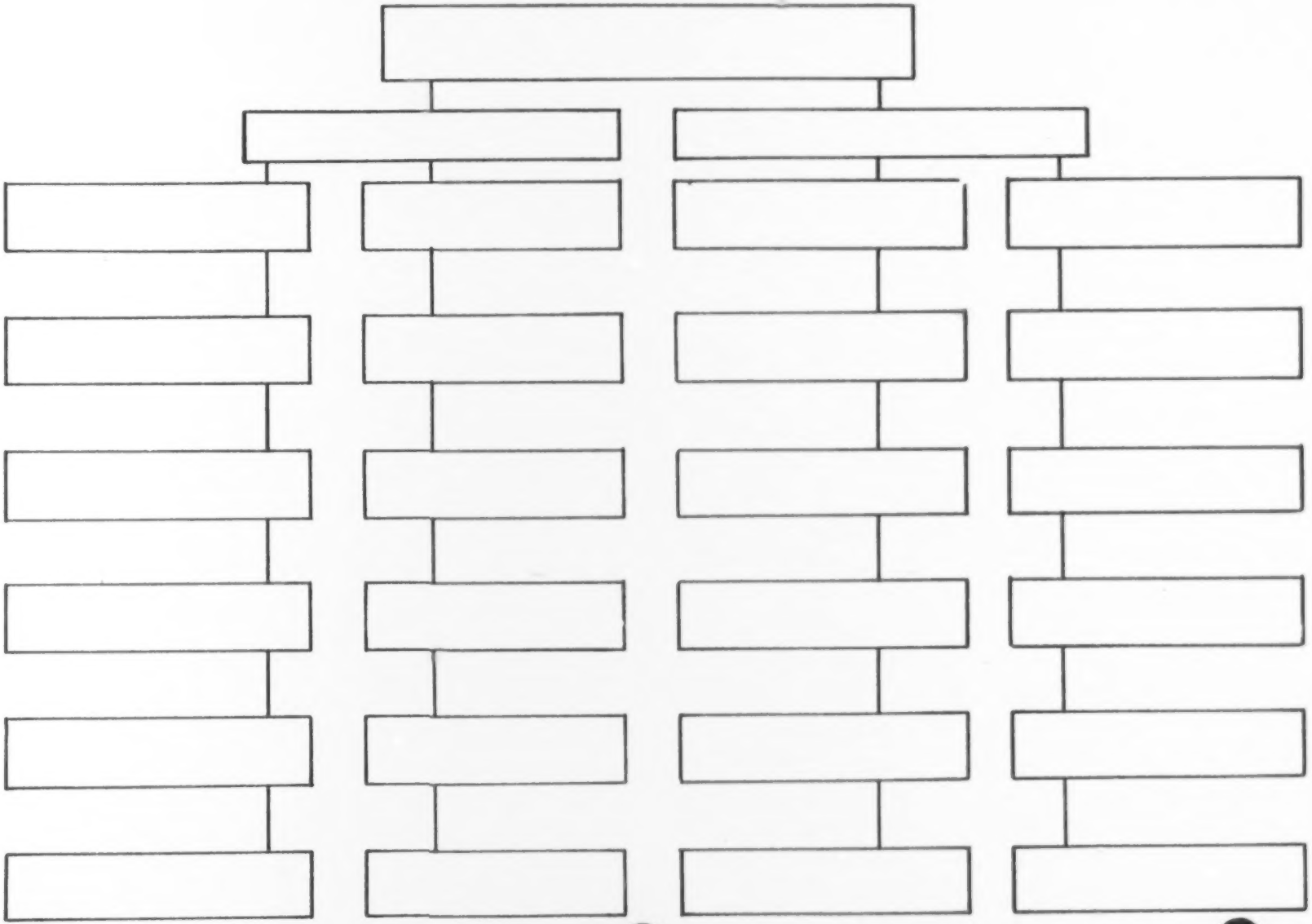
by a business or industry. These items will require

Evaluation and comments on activity:

Students:

Teacher:

Title: Elementary - Social Studies Modifying Environment	**Topic:** Geography	Student Activity Sheet	303-403 (409)(I) D



The students will formulate a plan to utilize resources within the community while preserving and protecting the environment for continued use. (605)(I)

Title: Elementary - Social Studies Protecting the Environment	**Topic:** Geography	Student Activity Sheet	303-404(605)(I) D

STUDENT SURVEY

"CHECK THE INDUSTRY YOU FEEL IS MOST DETRIMENTAL TO THE QUALITY OF LIFE IN OUR COMMUNITY"

ADULT'S NAME	INDUSTRY'S NAME				
1.					
2.					
3.					
4.					
5.					
TOTAL CHECKS:					

Title: Elementary - Social Studies
Protecting the Environment

Topic: Geography

Time segment: One Time Segment

303-404 (605)(I)
D

Instructional objectives:

To assist the student in formulating a plan to utilize resources within the community while preserving and protecting the environment.

Materials:

1. 403 Development Diagram.
2. Student Activity Sheet for each class member.
3. Letter writing materials.

Evaluation:

The student participates in a survey and develops a plan of action for protesting the environment for continued use.

Adaptations:

A representative from the designated industry can be invited to the class and respond to students' concerns.

Procedure:

1. Teacher and students refer to Resource Development Diagrams completed in Activity 403 and decide on industries which have an effect on the areas environment.
2. The teacher conducts a discussion on the present or possible negative effects any of these industries are or might have on the community.
3. These industries are listed on the board by the teacher, and the students copy them in the appropriate line on the survey form.
4. The students are instructed to survey at least five adults in their community, asking each to identify which of the industries listed on the survey they consider to be the most detrimental to the community's environment.
5. The student marks the response in the appropriate box.
6. The student returns the survey to school and the results are tabulated.
7. The industry proving to be of greatest concern to the surveyed adults is determined.
8. The teacher assists the students in writing a class letter of concern to the specified industry, stating the results of the survey and any reasons shared with the students by the responding adults, along with their own concerns. The letter should request a response from the industry regarding plans for the improvement or solution of the environmental problem.
9. A flyer is prepared for the adults that were surveyed, by the class members, sharing the results of the survey and the classes' action taken.

Skills: Elementary - Social Studies

303-829
303-830
303-850
303-851
303-853
303-856

Evaluation and comments on activity:

Students:

Teacher:

The students will explain the reasons for the location of cities. (103)

Title: Elementary - Social Studies
Location of Cities

Topic: Geography

Time segment: One Time Segment

303-405

D

Instructional objectives:

To assist students' understanding of the location of cities.

Materials:

Board area for brainstorming and categorizing.

Evaluation:

The student is able to explain logical reasons for the location of cities.

Adaptations:

Procedure:

1. Teacher conducts a brainstorming session on the reasons for the location of cities. The students are encouraged to think of a variety of reasons including: agriculture, transporation, natural resources, recreation, beauty, population increase, etc.
2. Each of the brainstormed reasons are listed as category headings on the board.
3. Using a list of cities in the local area or county, students determin the major reason for each city's location and place the city in the appropriate category.
4. The name of a city can be placed in any category a student can logically explain.

Skills: Elementary - Social Studies

303-817
303-825
303-878

Evaluation and comments on activity:

Students:

Teacher:

The students will explain how an invention influences change in human society. (418)(V)

Title: Elementary - Social Studies
Inventions Past to Future

Topic: History

Time segment: Teacher Discretion

303-501 (418)(V)
D

Instructional objectives:

To assist students' awareness of how an invention influences change in human society.

Materials:

1. Board space for brainstorming.
2. Reference illustrations.
3. Mural space and mural materials.

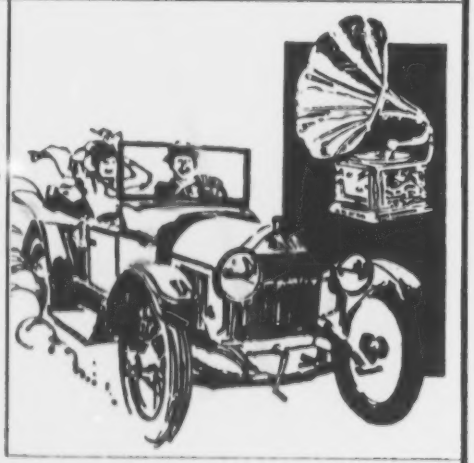
Evaluation:

The student can explain through illustrating how an invention influences change in human society.

Adaptations:

Students make individual illustrations.

Procedure:



1. Teacher conducts a discussion on how inventions influence change in our society.
2. This discussion should include a brainstormed list of some of the major inventions students are aware of that have influenced change in society.
3. Discuss how the original design of these inventions have been improved upon and how these changes have influenced changes in society.
4. Students collect illustrations of discussed inventions from their beginning to the present. Magazines, periodicals, catalogues, photographs and books are sources that could be used.
5. Accumulated reference illustrations are then categorized.
6. Those inventions with the most complete illustrated history should be selected for a class mural depicting "Inventions, Past to Future."
7. Depending on the amount of available material, class members are divided into committees to draw large illustrations for a class mural.
8. The suggested format for the mural is:

INVENTIONS PAST TO FUTURE

ORIGINAL INVENTIONS	IMPROVED MODEL/S	PRESENT DESIGN	FUTURE VERSION

Materials: Elementary - Social Studies

303-851
303-855
303-877
303-878
303-879

Evaluation and comments on activity:

Students:

Teacher:

The students will compare the rate of change between industrial and agricultural societies. (604)(V)

Title: Elementary - Social Studies
Chances in Urban & Rural

Topic: History

Time segment: Two 15 Minute Segments

303-502 (604)(V)

D

Instructional objectives:

To assist the student in comparing the rate of change between agricultural and industrial societies.

Materials:

1. Student Activity Sheet for each class member.
2. Board space for brainstormed list.

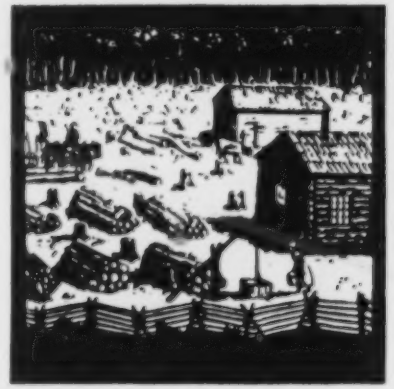
Evaluation:

The students are able to complete the Student Activity Sheet, listing changes in two types of societies and discuss the similarities and differences in the rate of change.

Adaptations:

Use Activity Sheet with the total group instead of making it an individual assignment.

Procedure:



1. Teacher distributes the Student Activity Sheet to each class member.
2. Teacher and students read instructions together to be sure they are understood.
3. Teacher circulates among the students as they work to complete the Student Activity Sheet.
4. Students form a small group of 2-3 people who selected the same city and rural area, on the Student Activity Sheet.
5. The group compiles a composite list of changes in both areas, and appoints a recorder to report to the class.
6. The teacher makes two category headings on the board: Industrial Societies and Agriculture Societies.
7. Each reporter reports two group reasons for change in each society, and these are recorded on the board by the teacher.
8. Students must listen carefully to each other so there is no repitition of reasons.
9. The process is continued until all groups have shared all differing reasons.
10. The students compare the two lists on the board, searching for similarities. Students who find similarities come up and circle them on the board.
11. The items not circled are the differences.
12. Teacher can request reasons for similarities when disputed.

Skills: Elementary - Social Studies

303-825
303-850
303-853
303-878

Evaluation and comments on activity:

Students:

Teacher:

13. Teacher debriefs by evaluating the reasons for similar changes in both societies, then discuss reasons for differences.

Title: Elementary - Social Studies Changes in Urban & Rural	**Topic:** History	Student Activity Sheet	303-502 (602)(V) D

URBAN -- DRAW TWO PICTURES THAT SHOW CHANGES IN URBAN LIFE.

1. 2.

RURAL -- DRAW TWO PICTURES THAT SHOW CHANGE IN RURAL LIFE.

1. 2.

The students will identify on a map of the United States the original areas inhabited by at least five Indian tribes and five pioneer settlements. (102)(I)

Title: Elementary - Social Studies
Mapping Indian & Pioneer Settlements

Topic: History

Time segment: Teacher Discretion

303-503 (102)(I) D

Instructional objectives:

To assist the students' understanding of original Indian and pioneer settlements in the early United States.

Materials:

1. Large mural outline mape of the United States.
2. Reference material dealing with original Indian tribes and early pioneer settlements.
3. Materials for illustrations and labeling.

Evaluation:

Students can identify on a map of the U.S. the original location inhabited by at least five Indian tribes and five pioneer settlements.

Adaptations:

Major geographical land marks could also be identified and labeled on map.

Procedure:

1. A mural map of the outline of the United States is prepared by teacher and/or students.
2. The five "Indian Culture Areas" color or texture coded. These five areas are outlined in Teacher Materials.
3. The teacher divides the class into five groups to research one of the areas and make a list of the Indian tribes who ordinarly inhabited the region. Pioneer settlements made in the region are also listed.
4. The groups illustrate at least one researched tribal settlement and a pioneer settlement.
5. The illustrations are placed on the mural in the appropriate location and neatly labeled.

Subjects: Elementary - Social Studies

303-879
303-880
303-881

Evaluation - comments on activity:

Students:

Teacher:

Title: Elementary - Social Studies Mapping Indian & Pioneer Settlements	Topic: History	Teacher Materials	303-503 (102)(I) D

The students will explain that specialization increases productivity. (604)(V)

Title: Elementary - Social Studies
Specialization in Production

Topic: Economics

Time segment: One Time Segment

303-601 (604)(V)
D

Instructional objectives:

To assist students' understanding of how specialization increases productivity.

Materials:

1. Materials and patterns for making gingerbread men.
2. Assembly line area.

Evaluation:

The student is able to explain how specialization increases productivity.

Adaptations:

1. Use another product for the assembly line.
2. Add more detail items in the gingerbread man.

Procedure:

1. Teacher prepares separate patterns for all parts of a ginerbread man (i.e. head, body, arms, legs, etc.).
2. The patterns should be made of oak tag or other durable material.
3. Size of the gingerbread man is determined by how the teacher plans to use the final product (i.e. room decoration, stick puppet, Christmas ornament, etc.).
4. The teacher divides the class into two groups. In one group the individual students make and assemble the entire gingerbread man with no interaction. The second group develops an assembly line in which one student makes and cuts only bodies, another arms, etc., and another does the assemblying.
5. The students discover the principle of the division of labor (specialization) because the productivity of the second group always measurably exceeds that of the first.
6. Upon completion of the activity, students discuss the concepts of an assembly line and how the specialization increases productivity.

Skills: Elementary - Social Studies

303-851
303-855
303-856

Evaluation & comments on activity:

Students:

Teacher:

Title: Elementary - Social Studies
Production & Specialization

Topic: Economics

Time segment: 3 - A planning time, a preparing time, & a presentation time

303-601 (604)(V)
D

Instructional objectives:

To assist students' awareness of job specialization.

Materials:

1. Materials for puppets.
2. Board area for brainstorming.
3. Area for puppet plays.

Evaluation:

The student is able to explain how specialization increases productivity.

Adaptations:

Procedure:

1. Teacher discusses the meaning of productivity and specialization.

2. Teacher lists examples of each, given by the students on the board.

3. The list should include commodities such as: (a) milk, bread, vegetables, clothing, transportation, vehicles etc. (b) occupations such as: doctors, fireman, teachers, mailman, carpenters, telephone operators, etc.

4. An appropriate number of topics from the brainstormed list are related to be dramatized by groups in the form of puppet plays. The number of topics selected will depend on size and groups desired by the teacher.

THE STUDENT PLANNING & PREPARING SESSION.

1. Each group after being assigned a topic, will plan a presentation using puppets to depict a then and now dramatization showing how specialization increases productivity.

2. In order to accomplish this task, each group must: (a) Research their topic. (b) Write the script. (c) Design and make necessary puppets and any other necessary props and/or special affects. (d) Practice presentation.

PRESENTATION

1. The teacher prepares an area for the presentation of plays.
2. Preformances are scheduled.
3. Teacher has a class discussion on being a supportive audience member and the presentations take place.

BEST COPY AVAILABLE

Skills: Elementary - Social Studies

303-826
303-851
303-876

Evaluation and comments on activity:

Students:

Teacher:

The students will give reasons that the need for interdependence among people increases as the population grows. (407)(I,V)

Title: Elementary - Social Studies
Interdependence

Topic: Economics

Time segment: Teacher Discretion

303-602(407)(I,V)
D

Instructional objectives:

To assist the students' understanding that interdependence among people increases as the population grows.

Materials:

1. Paper for teams of two to use for brainstorming.
2. A resource person involved in city or community planning.

Evaluation:

The student is able to forecast possible problems and solutions for increased interdependency due to growth in population.

Adaptations:

When possible, supply students with factual information on population increase in their community.

Procedure:

1. Teacher instructs students to form teams of two and brainstrom a list of materials and equipment in the classroom used for furthering their education.
2. Teacher informs the class teams that five new students will be entering their classroom and no new supplies are available.
3. Teams are to refer to their lists and forecast possible problems the addition of these new students would create.
4. Students are then to determine solutions for these problems, remembering a solution cannot include additional materials.
5. The teacher asks the students to share their problems and solutions and asks other class members to respond with other alternatives.
6. When a variety of possible problems and solutions have been discussed and evaluated, the teacher tells the student teams that not five but ten new students are arriving to be class members and the problem solving process is repeated. The increase of new class members can be extended as long as student's interest continues.
7. A resource person involved in community planning is invited to speak to the class on forecasted growth of the community, and how this increase of population will affect interdependence of community members and facilities.
8. Teacher conducts a debriefing on the similarities of forecasted classroom problems and solutions with the forecasted community problems and solutions.

Skills: Elementary - Social Studies

303-828
303-850
303-852
303-854
303-856
303-877

Evaluation and comments on activity:

Students:

Teacher:

The students will identify the benefits to workers and the public when workers given an "honest day's work for an honest day's pay." (806)(C,V,P)

Title: Elementary - Social Studies
Community Workers

Topic: Economics

Time segment: One to two 15 Minute Segments

303-603(407)(1,Y)
D

Instructional objectives:

To assist the students in evaluating the benefits of community workers to the public.

Materials:

1. Materials for making charts.
2. Teacher and student designed interview form.

Evaluation:

The student can evaluate the responsibilities and benefits of community workers.

Adaptations:

Community workers can be interviewed in classroom setting.

Procedure:

1. Teacher and students prepare a chart showing a list of community helpers, and forecast how these workers benefit the community and themselves.

2. The student makes an appointment with one community worker and conducts a simple interview, asking these three questions: (a) What are the responsibilities with your job in the community? (b) What are the personal benefits of your work? (c) How does the community benefit from your work?

3. Students share their survey with class members and compare and change, if necessary, forecasted information on class chart.

Skills: Elementary - Social Studies

303-827
303-829
303-830
303-854

Evaluation and comments on activity:

Students:

Teacher:

The students will identify jobs in both urban and rural settings and compare how they are alike and different. (804)(C,V,P)

Title: Elementary - Social Studies
Urban & Rural Jobs

Topic: Economics

Time segment: One Time Segment

304-604(804)(C,V,P) D

Instructional objectives:

To assist students in identifying jobs in city and rural settings and compare their likenesses and differences.

Materials:

1. Large chart paper for writing.
2. Materials for story illustrations.

Evaluation:

The student can identify jobs in both urban and rural settings, and compare how they are alike and different.

Adaptations:

Classified ads could be resource for writing the story.

Procedure:

1. Teacher and students develop a story together about a family moving from the country to the city. The plot of the story is based on the central character's recollection of people and how they lived, and what they did in his old home town.
2. In the city, the character meets many new people and describes what they do and how they live.
3. The character then evaluates the likenesses and differences of both city and country dwellers.
4. Students can decorate story charts with illustrations of people involved in different occupations.

Materials: Elementary - Social Studies

303-851
303-876
303-877

Evaluation comments on activity:

Students:

Teacher:

The students will identify reasons why men and women work. (801)(C,V,P)

Title: Elementary - Social Studies
Why People Work

Topic: Economic

Time segment: One 30 Minute Period

303-605(801)(C,V,P)
D

Instructional objectives:

To assist students' ability to identify reasons why men and women work.

Materials:

1. Board space for brainstorming and idea bank.
2. Magazines for class cut-up.
3. Bulletin board area.

Evaluation:

Students are able to identify reasons why men and women work.

Adaptations:

Procedure:

1. Teacher conducts a brainstorming session on reasons why people work and lists these reasons on the board, based on student responses.

2. Students working individually, in teams or in small groups are assigned to search through magazines and clip pictures of people working.

3. The pictures are then mounted and identified according to job description.

4. Below identification, the student completes a brief outline:

   IDENTIFICATION

   A. Reason
   B. Reason
   C. Reason

   Students can refer to the idea bank for assistance.

5. Pictures are displayed in categories on a bulletin board area to be shared and evaluated.

Skills: Elementary - Social Studies

303-830
303-853
303-878
303-879

Evaluation and comments on activity:

Students:

Teacher:

119

The students will explain where food comes from, where it is made ready for human use, where sold, prepared, and served. (505)(N)

Title: Elementary - Social Studies
Food Chain

Topic: Econonomics

Time segment: Teacher Discretion

303-606(505)(N)
D

Instructional objectives:

To assist students' awareness of the processing of food from origin to consumption.

Materials:

1. Chart of four basic food groups.
2. Mural paper and paints.
3. Colored mural paper for framing, and chains.
4. Large mural area.

Evaluation:

The student is able to explain by illustration, the processing of food from origin to consumption.

Adaptations:

Depending on space available, more than four food chains can be made.

Procedure:

1. The teacher and students select at least one food from each of the basic four food groups.
2. Together class members plan a food chain mural using the above selected foods.
3. The mural will be made by drawing illustrations for each of the following: (1) Where food comes from, (2) Where it is made ready for human use, (3) Where it is sold, (4) Where is is prepared, (5) Where is is served.
4. The large illustrations are cut into oval shapes and mounted on colored mural paper cut in the same shape, two inches larger to form a border around each illustration.
5. Students can make paper chains from matching colored strips of paper.
6. The illustrations for each food are arranged in the proper sequence and connected with a loop of paper chains.

FOOD CHAIN

Skills: Elementary - Social Studies

303-851
303-855
303-826

Evaluation and comments on activity:

Students:

Teacher:

The students will list ways that governments resolve conflicts and make easier the interaction among people. (413)(V)

Title: Elementary - Social Studies
Revolving Conflicts

Topic: Political Science

Time segment: Three Time Segments

303-701(413)(V)

D

Instructional objectives:

To assist students' awareness on how government resolves conflicts and makes easier the interaction among people.

Materials:

1. Resource person familiar with the law related education program.
2. Teacher materials.
3. Board space for brainstorming.

Evaluation:

The student is able to list ways and ask questions on how government resolves conflicts and aids interaction among people.

Adaptations:

Read another story which develops a conflict which is resolved by government laws.

Procedure:

1. Teacher reads the story, "Francine & Kerplunk, and the Golden Nugget," to the class.
2. The class forecasts possible answers to questions at the end of the story.
3. Teacher lists students forecasted ideas on the board as a future reference.
4. A resource person familiar with the law is invited to the classroom to discuss the legality of the students forecasted answers to the story, and informs the class on the legal procedures that would take place in such a case.

5. Students ask "What if" questions, such as, "What if Kerplunk had been injured when Fat Flopper fell on him." This enables students to hear how many conflicts are solved in our society, making easier the interaction among people.

Skills: Elementary - Social Studies

303-828
303-856
303-877

Evaluation and comments on activity:

Students:

Teacher:

Title: Elementary - Social Studies
Governing

Topic: Political Science

Time segment: Teacher Discretion

303-701 (411)(V)
D

Instructional objectives:

To assist students' awareness on how groups and societies determine how it will governed.

Materials:

1. Area for large circle.
2. Board area for brainstroming.

Evaluation:

The student is able to discuss ways that a group or society determines how it will be governed.

Adaptations:

Procedure:

1. Draw a large circle on the floor. The circle should be large enough to accommodate 12 students.
2. Select twelve students and have them position themselves outside the circle.
3. At ten second intervals instruct one student to enter the circle. As each student enters the circle they should begin moving around, staying within the boundaries of the circle.
4. After all twelve students have crowded intc the circle they should continue moving as fast as they can for three minutes.
5. The teacher needs to observe students in the simulation, carefully watching for unnecessary roughness, but not stifling behavior.
6. Some students may be pushed outside the circle. When the time is up have all students return to their seats and debrief the problems in this situation.
7. Next, have the students brainstorm solutions to the above problems, concluding that a group (or society in general) determines how it will be governed.
8. Discuss other situations in society where groups determine governance and why?
9. Twelve new students are selected to play the game according to classroom rules, and compare and evaluate the differences of the two similarities.

Skills: Elementary - Social Studies

303-826
303-827
303-828
303-829
303-856

Evaluation and comments on activity:

Students:

Teacher:

Title: Elementary - Social Studies Resolving Conflicts	**Topic:** Political Science	Teacher Materials	303-701(413)(V) D

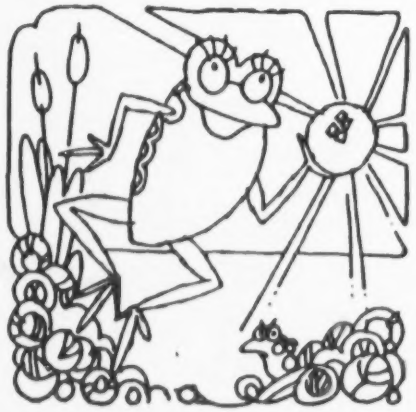
ONCE UPON A TIME THERE WERE TWO TEENAGE FROGS NAMED FRANCINE AND KERPLUNK. THEY LIVED IN A POND IN THE WOODS. FRANCINE WAS A VERY PRETTY FROG. SHE HAD BIG BEAUTIFUL EYES. SHE HAD LONG FROG-LEGS. ALL THE FROGS IN THE POND THOUGHT SHE WAS PRETTY. KERPLUNK KNEW SHE WAS THE PRETTIEST FROG HE HAD EVER SEEN. BUT KERPLUNK WAS BASHFUL. HE NEVER KNEW WHAT TO SAY TO FRANCINE.

THE POND THEY LIVED IN WAS DOTTED WITH LILLY PADS. MANY OF THE TEENAGE FROGS LIKED TO PLAY LEAPFROG FROM ONE PAD TO ANOTHER. ON THURSDAY EVENINGS, THEY WOULD GATHER ON THE GRASSY BANK TO PRACTICE SINGING. THE FROG-HORN CHORUS COULD BE HEARD FOR MILES AROUND.

FRANCINE AND KERPLUNK BOTH SANG IN THE CHORUS. KERPLUNK ALWAYS TRIED TO SING WELL SO THAT FRANCINE WOULD NOTICE HIM. BUT FRANCINE NEVER PAID ANY ATTENTION. FRANCINE SPENT MOST OF HER TIME COLLECTING PEBBLES. IT WAS HER HOBBY. SHE WOULD SWIM OVER TO THE SPARKLY STREAM AND SEARCH ALONG THE BOTTOM FOR PRETTY STONES. SHE LIKED SMOOTH PEBBLES AND COLORED ONES. MOSTLY SHE SEARCHED FOR THE BRIGHT ONES THAT SPARKLED IN THE SUNLIGHT. THOSE WERE REALLY HARD TO FIND. EACH DAY SHE WOULD FIND ANOTHER LOVELY STONE. HER COLLECTION GREW AND GREW.

KERPLUNK WOULD WATCH FRANCINE LOOKING FOR STONES. HE WOULD TRY TO GET HER ATTENTION BY SHOWING OFF. KERPLISH! KERSPLASH! HE WOULD JUMP FROM LILY PAD TO LILY PAD. HE JUMPED HIGH AND NEVER MISSED A PAD. BUT FRANCINE IGNORED HIM. WHEN HE GOT UP HIS NERVE, KERPLUNK WOULD ASK FRANCINE TO PLAY. FRANCINE ALWAYS REFUSED. SHE WAS MORE INTERESTED IN HER PRETTY PEBBLES.

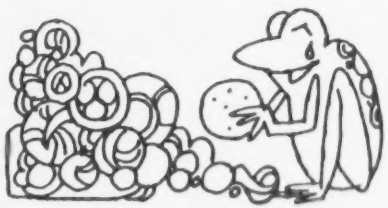
FINALLY, ONE DAY, KERPLUNK BECAME SO ANGRY THAT HE WARNED FRANCINE, "IF YOU DON'T PLAY WITH ME, YOU'LL BE SORRY!" FRANCINE IGNORED HIM. SHE COULDN'T THINK HOW KERPLUNK COULD MAKE HER SORRY. SHE CONTINUED TO LOOK FOR PEBBLES.



ONE DAY A WONDERFUL THING HAPPENED WHILE FRANCINE WAS LOOKING FOR PEBBLES. SHE FOUND THE BEST PEBBLE SHE HAD EVER SEEN! IT WAS SHINY. IT SPARKLED. IT WAS A GOLDEN NUGGET! SHE WAS SO EXCITED. SHE CALLED TO KERPLUNK TO LOOK AT IT. KERPLUNK DID NOT SEE ANYTHING SPECIAL ABOUT A STUPID STONE! LOOKING FOR PEBBLES WAS A WASTE OF TIME. HE ASKED FRANCINE TO PLAY LEAPFROG AGAIN. SHE DIDN'T EVEN BOTHER TO ANSWER HIM. SHE HOPPED OVER TO A FRIEND'S HOUSE TO SHOW OFF HER GOLDEN NUGGET. KERPLUNK WAS HURT AND MAD AGAIN.

THAT EVENING KERPLUNK DECIDED TO GET EVEN WITH FRANCINE. IT WAS THURSDAY. EVERYONE WOULD BE SINGING ON THE BANK. FRANCINE WOULD BE THERE, TOO.

IT WAS QUIET EXCEPT FOR THE SOUND OF THE CHORUS. KERPLUNK KNEW HE WOULD NOT BE SEEN. HE SKIPPED OVER TO FRANCINE'S PAD. HE WAS LOOKING FOR HER COLLECTION. HE FINALLY FOUND FRANCINE'S HIDING PLACE. THERE WERE LOTS AND LOTS OF PEBBLES. RIGHT IN THE MIDDLE OF THE PILE WAS WHAT KERPLUNK WANTED. THE GOLDEN NUGGET! NOW SHE'D BE SORRY. NOW MAYBE SHE WOULD PAY ATTENTION TO HIM. WHY, HE COULD EVEN PRETEND HE FOUND IT FOR HER IF SHE WAS TOO UNHAPPY. HE DID NOT WANT HER TO FEEL TOO BADLY. HE TOOK THE NUGGET AND SWAM HOME, LICKETY-SPLIT.



WHEN FRANCINE RETURNED FROM SONG PRACTICE, THE FIRST THING SHE DID WAS TO GO TO HER HIDING PLACE. "OH, NO!" SHE CROAKED. IT WAS GONE! SHE BEGAN TO CRY. SHE LOOKED AND LOOKED. BUT THE NUGGET WAS NOT THERE. NOT ANYWHERE. SHE CRIED ALL NIGHT LONG. THE NEXT MORNING FRANCINE STILL COULD NOT FIND THE NUGGET. SHE KNEW THAT SHE HAD PUT IT IN THE MIDDLE OF HER PILE OF PEBBLES. SOMEONE MUST HAVE TAKEN IT. BUT WHO?

WHO WOULD DO SUCH A MEAN THING? EVERYONE KNEW ABOUT THE GOLDEN NUGGET. AND EVERYONE KNEW IT WAS HER FAVORITE PEBBLE.

ALL OF THE FROGS IN FROGDOM HAD BEEN SINGING ON THE BANK LAST NIGHT WHEN THE NUGGET MUST HAVE BEEN TAKEN. THAT IS, ALL OF THE FROGS EXCEPT KERPLUNK! AND KERPLUNK WAS MAD AT HER BECAUSE SHE WOULDN'T PLAY HIS SILLY GAMES! BESIDES, HE HAD WARNED HER THAT SHE WOULD BE SORRY.

FRANCINE DECIDED THAT IT WOULDN'T DO ANY GOOD TO ASK KERPLUNK HERSELF. SHE HAD TO GO SEE CHIEF BULL FROG AND TELL HIM HER STORY. HE WOULD KNOW WHAT TO DO.

FRANCINE HOPPED OVER TO THE POLICE PAD. THE CHIEF WAS ALWAYS READY TO LISTEN. FRANCINE EXPLAINED WHAT HAD HAPPENED. SHE TOLD THE CHIEF THAT SHE WAS SURE KERPLUNK HAD TAKEN THE NUGGET. THE CHIEF SAID THE BEST THING TO DO WAS TO GO AND ASK KERPLUNK. FRANCINE DIDN'T WANT TO GO ALONE! THE CHIEF SAID HE WOULD GO WITH HER. CHIEF BULL FROG AND FRANCINE WENT OFF TO KERPLUNK'S LILY PAD. WHEN THEY GOT THERE THE CHIEF ASKED KERPLUNK IF HE HAD TAKEN THE NUGGET. KERPLUNK DIDN'T ANSWER. HE WAS AFRAID. BESIDES, HE COULD NOT OPEN HIS MOUTH TO SPEAK BECAUSE THE GOLDEN NUGGET WAS HIDDEN UNDER HIS LONG, FLY-CATCHING TONGUE. THE CHIEF SAID IF KERPLUNK DIDN'T MIND, HE WOULD JUST TAKE A LOOK AROUND THE LILY PAD. KERPLUNK GULPED. HIS GULP LOOKED LIKE A NOD TO THE CHIEF. THE CHIEF DECIDED HE WOULD NEED SOME HELP, SO HE CALLED HIS ASSISTANT--FAT FLOPPER.

NOW FAT FLOPPER WAS NOT VERY GOOD AT LEAPFROGGING. HE STARTED OVER TO KERPLUNK'S HOUSE AND MISSED THREE LILY PADS ON THE WAY. AS HE BOUNCED INTO KERPLUNK'S PAD, HE LANDED RIGHT ON TOP OF KERPLUNK WITH A TERRIBLE "WHUMP." YOU CAN GUESS WHAT HAPPENED! OUT POPPED THE GOLDEN NUGGET! THE CHIEF SAW IT--FRANCINE SAW IT. KERPLUNK LOOKED REALLY SCARED NOW.

WHAT WOULD HAPPEN [illegible]AT WOULD THE CHIEF DO? WHAT WOULD FRANCINE DO?

The student will discuss ways that a group or society determines how it will be governed. (411)(V)

The students will describe the responsibilities that individuals share in making a community a good place to live. (307)(P,V)

Title: Elementary - Social Studies
Community Responsibilities

Topic: Political Science

Time segment: Teacher Discretion

303-703 (307)(P,V)
D

Instructional objectives:

To assist students' awareness of responsibilities that individuals share in making the community a good place to live.

Materials:

Varies depending on plan of action developed by students.

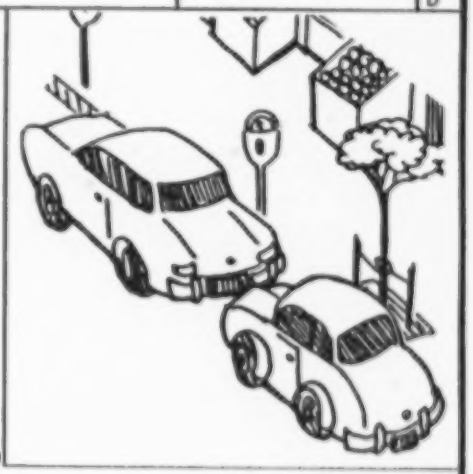
Evaluation:

Students describe, after the activity, that individuals have a responsibility in making a community a good place to live.

Adaptations:

Procedure:

1. Students and teacher discuss problems they have observed in their school.
2. Evaluate and select one of these problems where the class could make a difference by creating a plan of action for improvement.
3. Brainstorm possible ways for improving the selected problem situation.
4. Formulate the best ideas for improvement into a plan of action to be accomplished by each class member.
5. Form a committee to take this plan of action to the school administrator for approval.
6. Carry out the plan of action.
7. Evaluate the effects of this project by its positive influence on the school.



Subjects: Elementary - Social Studies

303-826
303-829
303-851
303-856

Evaluation comments on activity:

Students:

Teacher:

Title: Elementary - Social Studies Lobbyists	**Topic:** Political Science	Teacher Materials	306-703 (414)(V) D

Using Resource People Productively

I. Select a person, preferably one who has had experience speaking to students of this age group, who is knowledgeable on the topic of discussion.

II. The resource person can be most effective when the person extending the invitation to visit the class, also takes time to discuss the interest, background and knowledge acquired to date on the particular topic by the students being visited.

III. The resource person may profit from suggestions of method and strategies that work well in the classroom, suggested by the instructor.

IV. Make the resource person aware of the units objectives and how they can be best facilitated.

V. Teacher and students formulate appropriate questions to use when interviewing the resource person. The questions should be direct and pertain to the specific topic of discussion. Inexperienced interviewers might be assisned questions to ask, but do not stifle spontaniety.

VI. Students should practice interviewing, using direct inquiry approach in various settings.

VII. Thank the resource person by sending individual or group letter evaluating the benefits and knowledge gained from the interview

The students will formulate class rules with other class members. (40)(P,V)

Title: Elementary - Social Studies
Create Your Own Class Game

Topic: Political Science

Time segment: Teacher Discretion

303-704 (405)(P,V)
D

Instructional objectives:

To assist students in formulating class rules with other class members.

Materials:

1. Four sets of spelling/vocabulary cards.
2. Soft, small balls or bean bags.
3. Paper and pencils

Evaluation:

The student can formulate class rules with other class members.

Adaptations:

Other curriculum related materials can be the base for a game.

Procedure:

1. Teacher conducts a discussion on favorite games of the students and general rules for each.

2. The discussion should include the basic need for rules while playing games.

3. Teacher divides the students into four to five groups, depending on class size.

4. Teacher explains the groups' task as follows:

   A. Using the provided materials, spelling/vocabulary flash cards, bean bags, or small soft balls, paper and pencil, each group is to make up a game for the entire class to play.

   B. Specific rules must be outlined for playing the game.

   C. Each group will play their own game, making sure it is clearly stated and well planned.

   D. Each group will select one member to teach their game to the entire class.

5. The teacher should encourage the students to be creative with their ideas and check with the teacher if additional materials are desired.

6. After each game is played by the class, the teacher conducts an evaluation discussion. Games should be evaluated on clearness of instructions and effectiveness of rules.

1. FOOTBALL
2. VOLLYBALL
3.
4.

Skills: Elementary - Social Studies

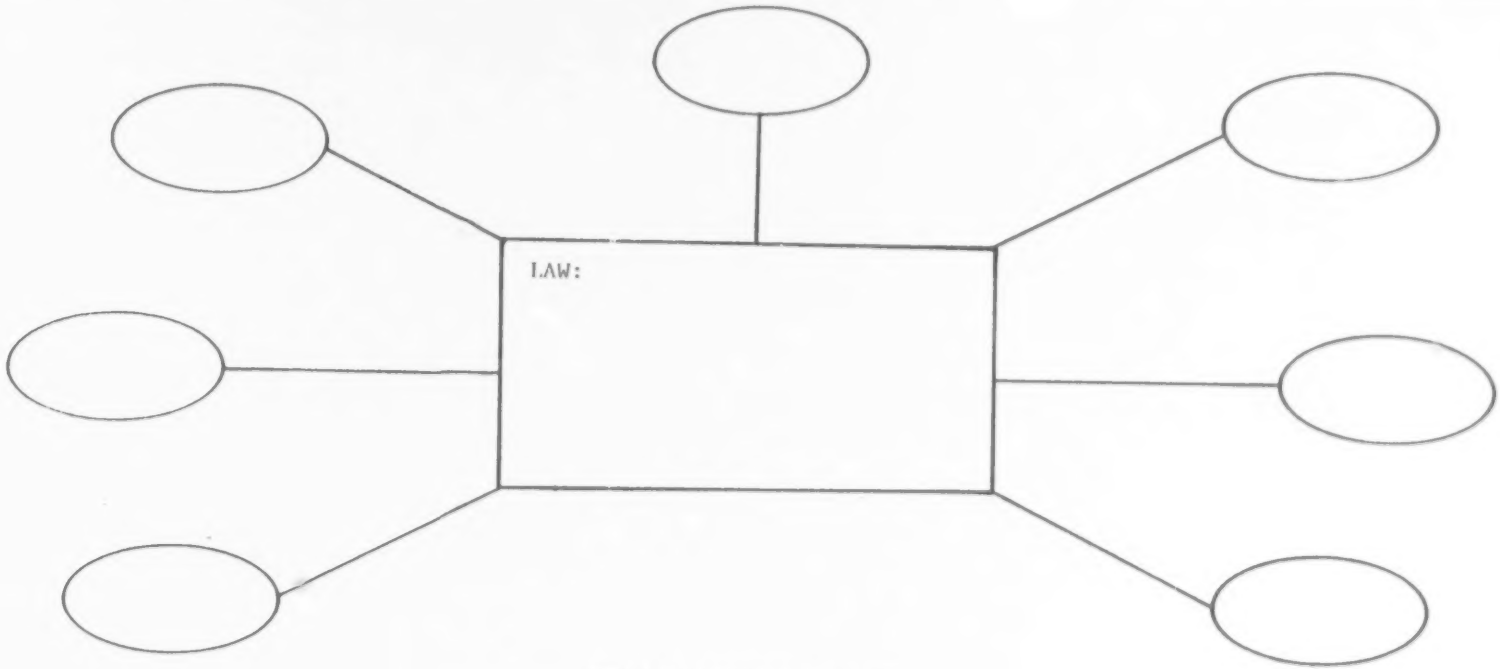
303-826
303-828
303-829
303-851
303-855
303-856

Evaluation and comments on activity:

Students:

Teacher:

Title: Elementary - Social Studies Laws	**Topic:** Political Science	Student Activity Sheet	303-704 (405)(P,V) D



HOW LAW AFFECTS MY LIFE

The students will discuss the meaning of laws, how they are established, and how they relate to individuals, families, and communities. (405)(P,V)

Title: Elementary - Social Studies
Laws

Topic: Political Science

Time segment: One Time Segment

303-705 (405)(P,V)
D

Instructional objectives:

To assist students in understanding the meaning of laws, how they are established, and how they relate to themselves, their family and communities.

Materials:

1. Student Activity Sheet for each class member.
2. Teacher provides research materials on how local, state, or national laws are established depending on a specific law chosen by the class.

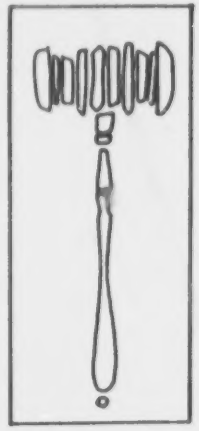
Evaluation:

The student discusses the significance of laws in their life.

Adaptations:

Procedure:

1. Teacher conducts a discussion on why there are laws.
2. Teacher and class selects a specific law and discusses its' meaning.
3. The students should be aware of how this specific law was established. This will depend on the governmental origin of the law.
4. On the Student Activity Sheet, the students will complete a simple webbing diagram of the specific law in question, and state its relationship to them individually, to their family and their community.



ls: Elementary - Social Studies

303-828
303-876
303-878

Evaluation comments on activity:

Students:

Teacher:

The students will discuss how positions of power and authority can be misused. (311)(V,P)

Title: Elementary - Social Studies
Fortunately, Unfortunately Story

Topic: Political Science

Time segment: One Time Segment

303 706 (311)(V,P)
D

Instructional objectives:

To assist students' awareness of how positions of power and authority can be misused.

Materials:

Optional: a resource book containing a fortunately, unfortunately story.

Evaluation:

Students can discuss positive as well as negative uses of power and authority.

Adaptations:

Stories can be charted and shared with other classes.

Procedure:

1. Teacher decides on an area of authority to to be evaluated, such as classroom, school, home, community, etc. This decision should be based on interest level and need of the students.

2. The teacher leads a discussion about various positions of power and authority in the students' lives, defining necessary terms.

3. Based upon the selected area of authority, the class members create a "Fortunately, Unfortunately Story." This is done by the teacher introducing the plot and ending with a "fortunate" or unfortunate" circumstance, i.e. "Everyone knows that 'Big Bully Brown' causes smaller students in our school, like me, a lot of problems. Unfortunately, he was waiting for me as I came to school. Fortunately, the teacher drove up just at that time and I walked with her to the building, etc."

4. After the teacher introduces the area of authority being evaluated and the plot of the story, student volunteers to continue the story, adding simultaneous "fortunately," "unfortunately" situations to the plot.

5. The class created stories follow this example pattern, illustrating the negative (unfortunately) and positive (fortunately) uses of authority and power in his/her lives.

Sk[illegible]: Elementary - Social Studies	Evaluation an[illegible]omments on activity:
303-830 303-851 303-876 303-877	**Students:** **Teacher:**

The students will verbalize that with rules and laws, there is an increase in the degree of fairness and freedom in a culture. (III)(V)

Title: Elementary - Social Studies
Eraser Game

Topic: Political Science

Time segment: One Time Segment

303-707 (111)(V)
D

Instructional objectives:

To assist students' awareness that rules and laws increase the degree of fairness and freedom in a culture.

Materials:

1. Optional objects for relay game.
2. Space large enough for playing of the game.

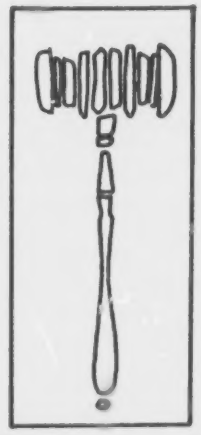
Evaluation:

The students will verbalize the need for rules and laws to increase the degree of fairness and freedom in their society.

Adaptations:

Students plan rules for the game and play it.

Procedure:



1. The object of this game is to allow students an opportunity to understand first hand the need for guidelines, rules, and laws in their community.

2. The teacher selects manipulative objects such as: bean bag, eraser, small soft ball, etc., for each team to use in the playing of this game.

3. Depending on the size of the class and area where the game is to be played, the teacher divides class members into relay teams.

4. The object of this game is that there are no set rules. The students should feel the frustration from the lack of consistent rules, and consequently become aware of the definite need.

5. The procedure of the game is as follows:

   A. After the division of teams have been made, the teacher instructs the students that the object of the game is to get the object to the last student in line. This student in turn moves to the front of the relay line, and the procedure continues until the original first student resumes that position.

   B. No more instructions are given by the teacher <u>at that time</u>!

   C. The teacher must observe carefully how the game proceeds from this point, expecting a variety of methods in moving the object.

   D. The role of the teacher during the game is to create constant frustration, by stopping the game and making up new rules such as: "Stop! I forgot to tell you, the _____(object) must be passed first over the right shoulder with the left hand, taken by the next person in line with the right hand and passed over the right shoulder, etc. Bring the _____(object) to the front of the line and let's begin again."

Sk Elementary - Social Studies

303-827
303-852
303-853
303-856

Evaluation an **mments on activity:**

Students:

Teacher:

E. The teacher continues the frustration process of stopping the game and adding to or changing the rules until the student's frustration level is at a high pitch.

F. At this point the teacher instructs the students to freeze and sit in place for debriefing.

G. The teacher discusses with the class: What are the problems involved in playing this game? What is needed to improve the game? Through this debriefing discussion, the students should be able to express the need for rules and laws to increase the degree of fairness and freedom in a situation.

H. This premise is then expanded to a discussion of the need for rules and laws in a society or culture.

The students will explain the meaning of the Pledge of Allegiance. (412)(V)

Title: Elementary - Social Studies
The Pledge of Allegiance - Match Up

Topic: Political Science

Time segment: One Time Segment

303-708(412)(V)
D

Instructional objectives:

To assist students' understanding of the Pledge of Allegiance

Materials:

1. Student Activity Sheet for all class members.
2. Dictionaries and scissors.

Evaluation:

The student learns the definitions of terms used in the Pledge of Allegiance.

Adaptations:

Procedure:

1. The teacher distributes the Student Activity Activity Sheet to class members.
2. Each student is supplied with a dictionary and a pair of scissors.
3. The students look up the definition of each term and writes it on the appropriate space on the activity sheet.
4. The activity sheet sections are cut on the dotted lines, mixed up, and turned face down.
5. Student tries to "match-up" each word with its proper definition by first turning over a word tab then a definition tab. If the two "match-up", both tabs are taken from the game and placed in a separate pile.
6. If the two tabs do not "match-up" they both are turned face down again.
7. The game continues in this manner until all tabs are properly matched.
8. This game can be played in partners or as a class with the teacher being the time keeper. The teacher can write the time taken to complete the task, on the board, as students raise there hands when all tabs have been correctly "matched-up."

Subjects: Elementary - Social Studies

303-879
303-851

Evaluation and comments on activity:

Students:

Teacher:

Title: Elementary - Social Studies Pledge of Allegiance	**Topic:** Political Science	Student Activity Sheet	303-708 (412)(V) D

	DEFINITIONS
PLEDGE	
ALLEGIANCE	
FLAG	
REPUBLIC	
NATION	
LIBERTY	
JUSTICE	

The students will tell the story of how the Star Spangled Banner was written by Francis Scott Key. (412)(V)

Title: Elementary - Social Studies
Play: The Star Spangled Banner

Topic: Political Science

Time segment: Teacher Discretion

303-709

D

Instructional objectives:

To assist the students' knowledge on the writing of the Star Spangled Banner.

Materials:

1. Reference material on the writing of the "Star Spangled Banner."
2. Production materials appropriate for presentation, as determined by the teacher.

Evaluation:

The student can explain the story of how the "Star Spangled Banner" was written, by Francis Scott Key.

Adaptations:

Procedure:

1. Teacher and students research in reference books from a school or public library, the story of Francis Scott Key and the writing of the "Star Spangled Banner."
2. The class writes the story in their own words.
3. The time, talent and expense of materials put into this activity is at teacher's discretion. It can be done simply as a classroom production or part of a school-wide patriotic program.
4. The teacher divides the class members into committees, based on either a voluntary or teacher selected basis.
5. Using the classes' written version of the story, the following committees are given specific asignments to develop the story into a play. Suggested committees are: Script and direction, special effects, stage and props, and acting and costumes.
6. The teacher is responsible for coordinating the groups and keeping them on task.
7. If the production is to be a large production, parent volunteers can be used.
8. Rehearsal time should be scheduled as necessary with at least one dress rehearsal before performance.

Materials: Elementary - Social Studies

303-826
303-851
303-856
303-876
303-879
303-880
303-881

Evaluation comments on activity:

Students:

Teacher:

The students will describe the proper care of the flag.
(412)(V)

Title: Elementary - Social Studies
Our Flag's Care

Topic: Political Science

Time segment: One Time Segment

303-710(412)(V)
D

Instructional objectives:

To assist the student in explaining the proper care of the flag.

Materials:

1. Arrange for resource demonstration group.
2. A large United States Flag.

Evaluation:

Student can demonstrate the proper care of the flag.

Adaptations:

Procedure:

1. The teacher should arrange to have a demonstration and instruction on the proper care of the flag, to take place in the classroom.
2. School students familiar with and trained in the care of the flag, such as scouts, safety patrol members, etc., would be suitable candidates for performing the scout task.
3. Class members working in teams, practice folding the flag properly.
4. The teacher makes arrangements with the school principal for the third grade to be responsible for the care of the school's flag, for a specified amount of time.

Sl[illegible]s:

303-829
303-830

Evaluation a[illegible]comments on activity:

Students:

Teacher:

The students will identify land and water types by their shapes such as islands, bays, isthmuses, lakes, and peninsulas. (102)

Secondary Social Studies TITLE: Land and Water Types	TOPIC: Geographic Skills TIME SEGMENT: 30 - 40 minutes	303-801 (102) D

INSTRUCTIONAL OBJECTIVE:

The students will identify land and water types by their shapes such as islands, bays, isthmuses, lakes, and peninsulas.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)

EVALUATION:

The students will correctly identify on an outline map such land and water types as islands, bays, isthmuses, lakes, and peninsulas.

ADAPTATIONS:

PROCEDURE:

To the teacher:

1. The Student Information Sheet may either be used as a pattern for an overhead transparency or duplicated so that each student participating may have one. You may use a commercial transparency if available to help students visualize the terminology in this objective.
2. Duplicate the Student Activity Sheet in quantity for the group with which you are working.
3. Identify and define the various landforms and water types using the transparency to help.
4. Have students label these land and water types on their Student Activity Sheets.
5. You may want students to look on a world map or map of North America and identify some of the land and water types that have been discovered.

Evaluation and Comments on Activity:

Students: _____

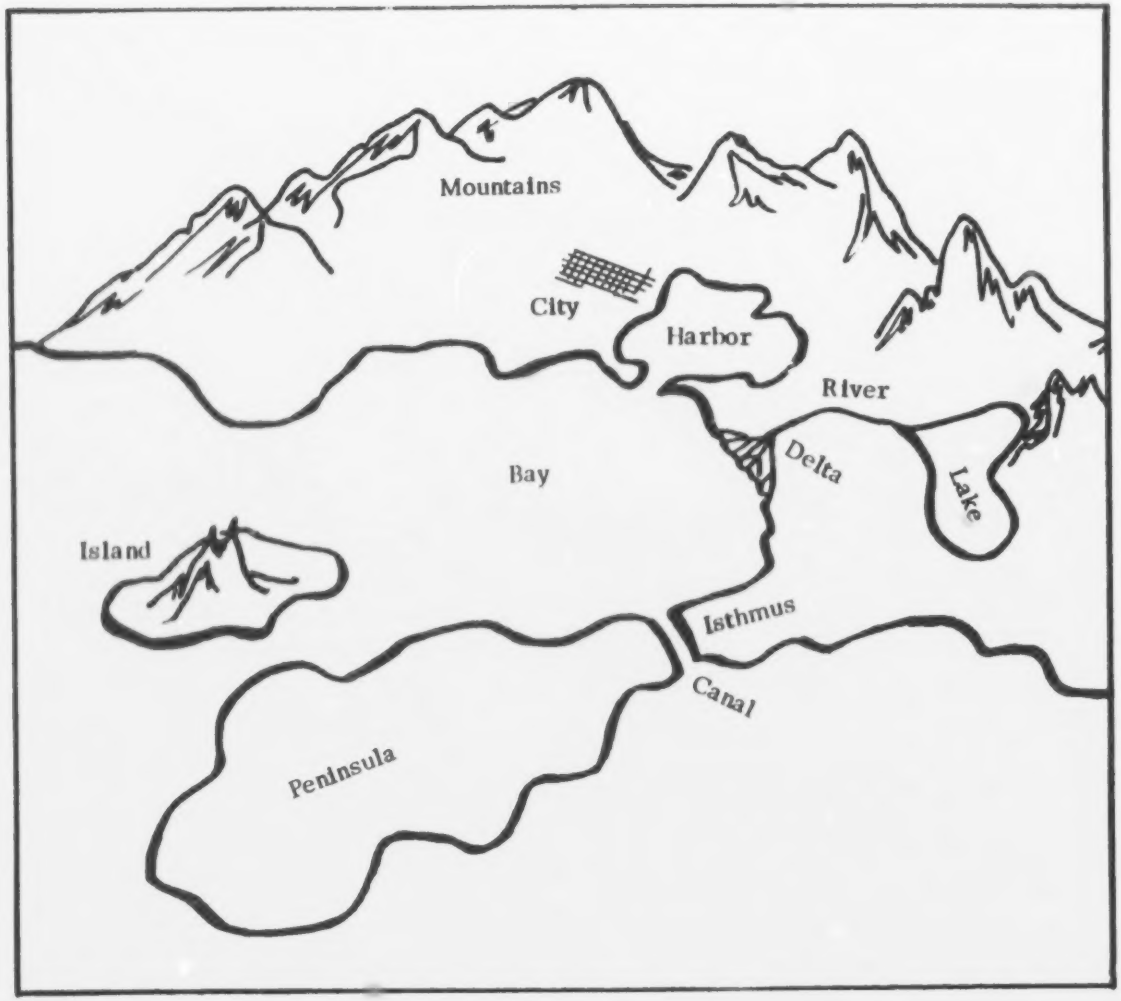
_____

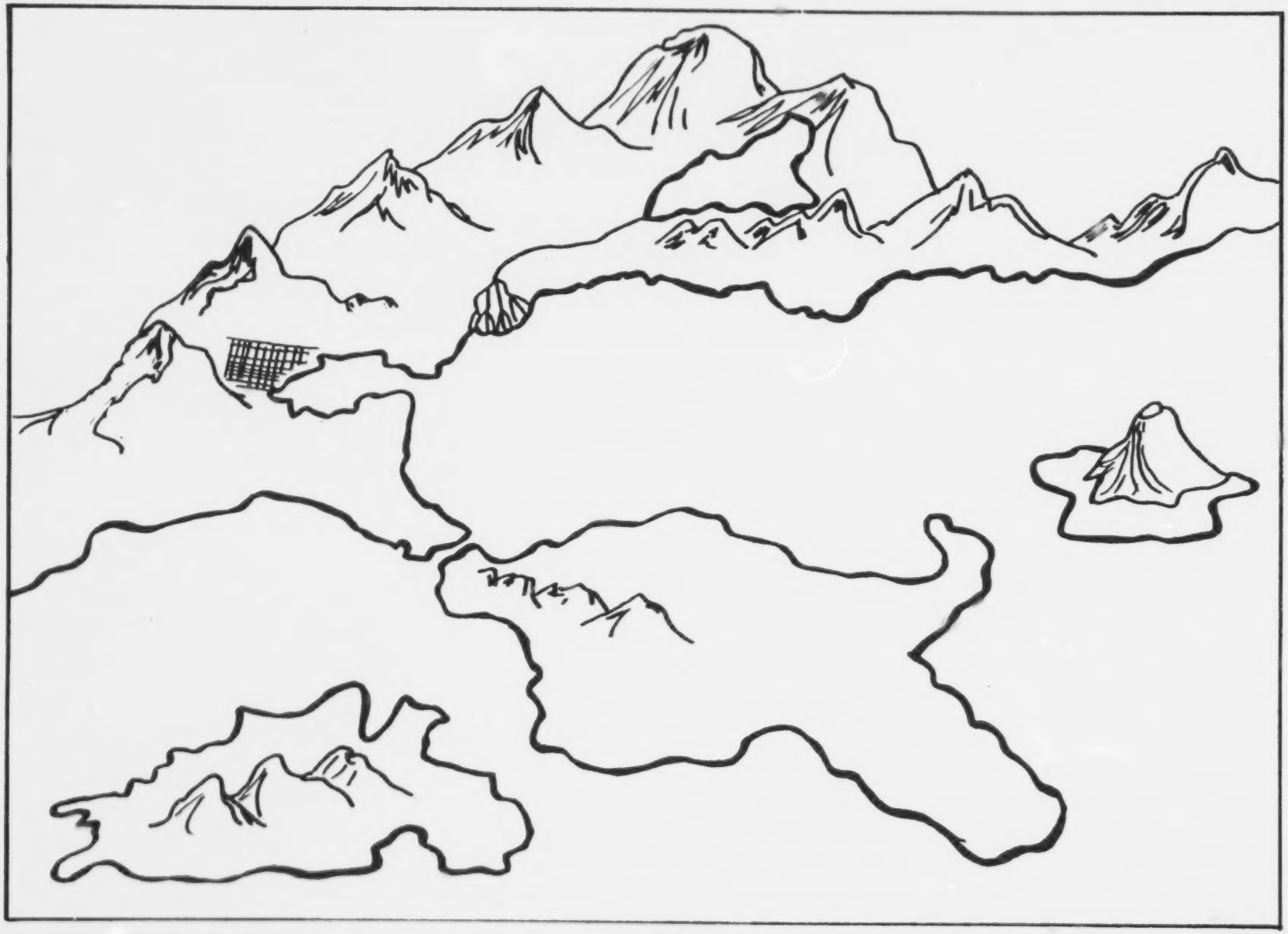
_____

Teacher: _____

_____

_____


Mountains
City
Harbor
River
Delta
Lake
Bay
Island
Isthmus
Canal
Peninsula



The students will locate places in relation to oceans and continents. (102)

Secondary Social Studies

TITLE: Locating Places

TOPIC: Geographic Skills

TIME SEGMENT: 25 - 35 minutes

303-802 (102)

D

INSTRUCTIONAL OBJECTIVE:

The students will locate places in relation to oceans and continents.

MATERIALS:

Student Information Sheet
(Master included)

EVALUATION:

The students will correctly locate places asked by the teacher in the activity.

ADAPTATIONS:

This activity could be done by having the students point out the locations on a map projected by the overhead projector rather than having them write the answers down.

PROCEDURE:

To the teacher:

1. The Student Information Sheet may either be used as a pattern for an overhead transparency or duplicated so that each student in the group may have one.

2. Help the students become oriented to the map.

3. Ask the students to write answers to the following questions on a piece of paper.

a. Name the large bay found in the northeast part of North America.
b. Name the oceans on the west and east of the United States.
c. Which direction is Mexico from the Gulf of Mexico?
d. In which body of water are the Hawaiian Islands found?
e. Name two oceans that touch Alaska.
f. Name the country on the southern border of the United States.
g. In which ocean are the Aleutian Islands?
h. Name the large island north of Canada.
i. What is the group of islands in the Caribbean Sea?
j. There are two directions that you would travel (if you take the shortest distance) to get from Alaska to Central America. Name them.

Skills:

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Arctic Ocean
Greenland
Alaska
Aleutian
Islands
Canada
Hudson Bay
Pacific Ocean
United States of America
Atlantic Ocean
Hawaiian Islands
Gulf of Mexico
West Indies
N
W
E
S
Mexico
Caribbean Sea
Central America

The students will explain the need for a grid system and locate places on a map, using a simple grid. (103)

Elementary Social Studies

TITLE: Reading Map Grids

TOPIC: Geographic Skills

TIME SEGMENT: 10 - 15 minutes

303-803 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will explain the need for a grid system and locate places on a map, using a simple grid.

MATERIALS:

Student Activity Sheet
(Master included)

EVALUATION:

The students will respond orally with locations of places on the map to the teacher's satisfaction.

ADAPTATIONS:

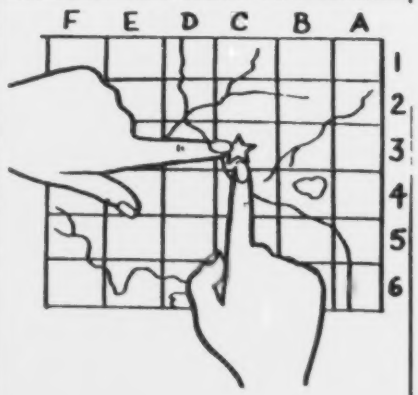
PROCEDURE:

To the teacher:

1. Duplicate enough activity sheets for the students participating.

2. Give activity sheets to the students and show them how the grids are used to find locations on the map more quickly.

3. Then, ask the students questions that require reading the grid for an answer. For example: "What city do you find in section 6C?" (Hannibal), or "Where do you find Buffalo?" (E8)



Evaluation and Comments on Activity:

Students: _____

_____

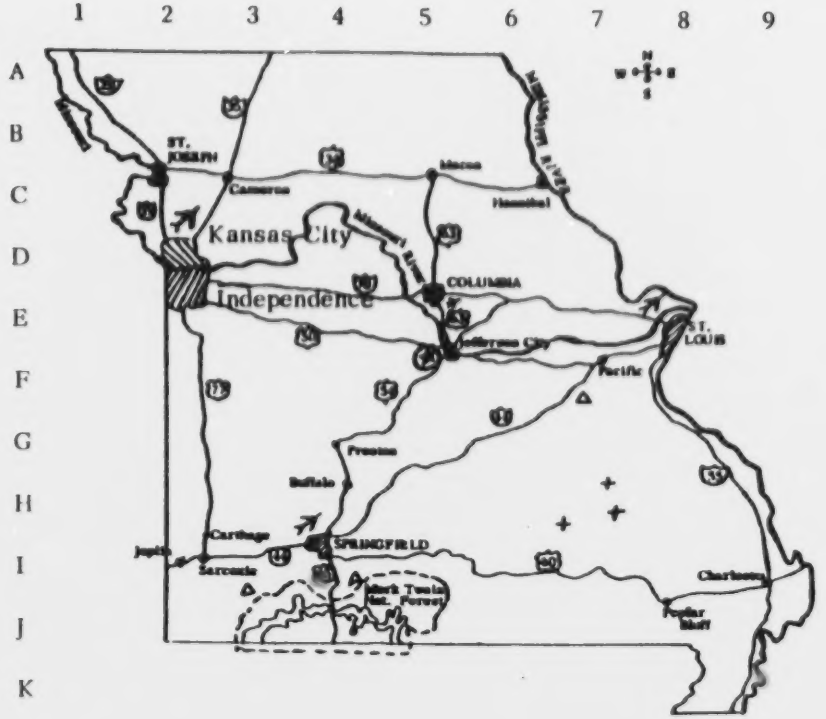
_____

Teacher: _____

_____

_____

Elementary Social Studies TITLE: Reading Map Grids	TOPIC: Geographic Skills	Student Activity Sheet	303-803 (103) D



The students will locate the eastern and western hemispheres, the prime meridian, and the 180th meridian. (102)

Elementary Social Studies

TITLE: Major Divisions of the Globe

TOPIC: Geographic Skills

TIME SEGMENT: 8 - 15 minutes

303-804 (102)

D

INSTRUCTIONAL OBJECTIVE:

The students will locate the eastern and western hemispheres, the prime meridian, and the 180th meridian.

MATERIALS:

Student Activity Sheet
(Master included)
Red and blue crayons, colored pens or pencils

EVALUATION:

Students shall correctly mark on their activity sheets the prime meridian, 180th meridian, the western hemisphere, and the eastern hemisphere.

ADAPTATIONS:

PROCEDURE:

To the teacher:

1. Duplicate enough Student Activity Sheets for the students participating.
2. Have red and blue crayons, pens, or pen pencils available.
3. Give the students each an activity sheet and go over the location of the prime meridian, the 180th meridian, the eastern and western hemispheres with them.
4. Have the students color the prime meridian red and the 180th meridian blue.
5. Have the students write a large E in the map's eastern hemisphere and a large W in the western hemisphere.
6. Collect the papers for evaluation.

Evaluation and Comments on Activity:

Students: _____

_____

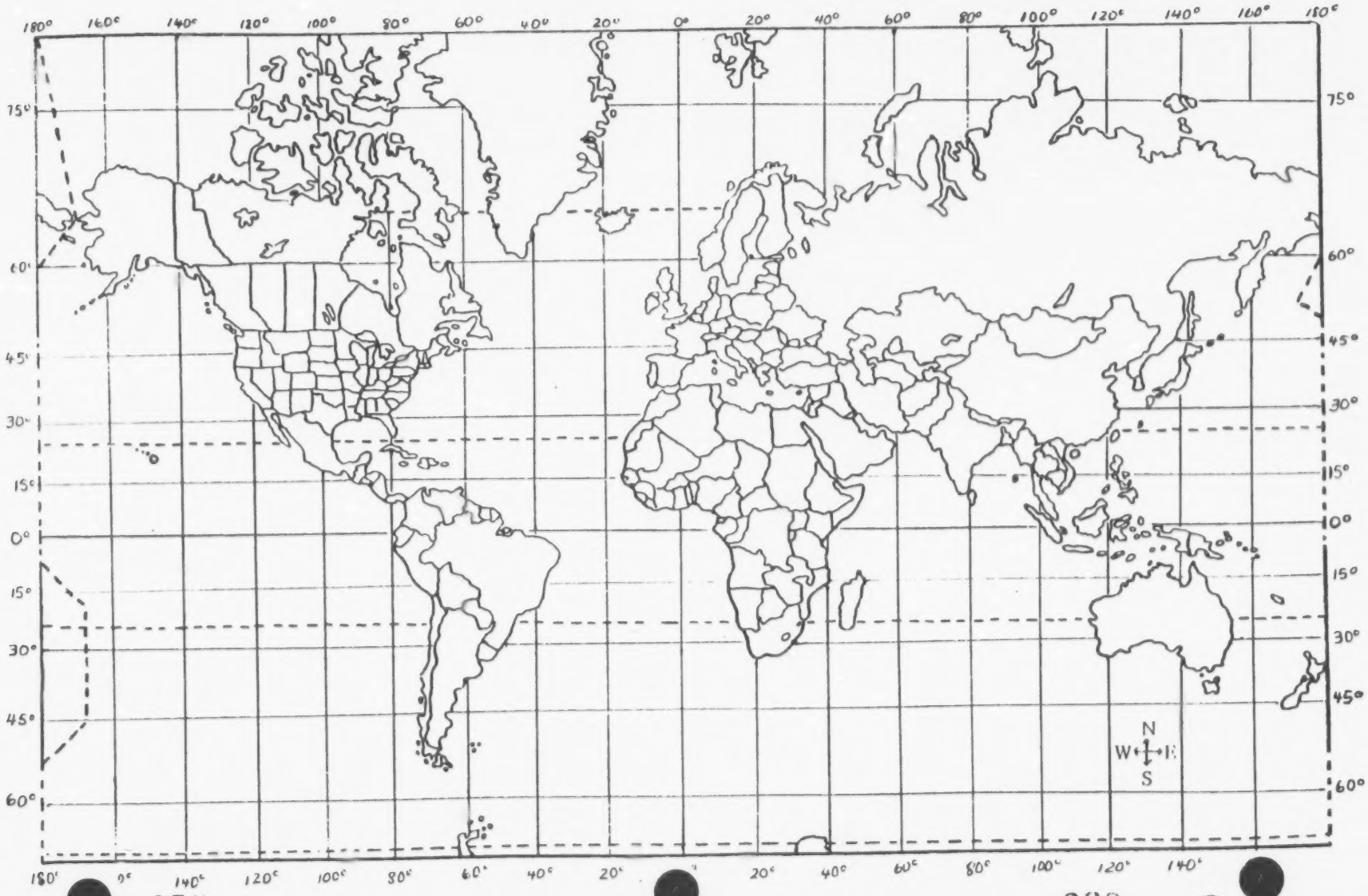
_____

Teacher: _____

_____

_____

THE WORLD


180° 160° 140° 120° 100° 80° 60° 40° 20° 0° 20° 40° 60° 80° 100° 120° 140° 160° 180°
75°
60°
45°
30°
15°
0°
15°
30°
45°
60°
N
W
E
S

The students will define the terms used in measuring land. (108)

Elementary Social Studies

TITLE: Measurement Match-up

TOPIC: Geographic Skills

TIME SEGMENT: 15 - 20 minutes

303-805 (108)

D

INSTRUCTIONAL OBJECTIVE:

The students will define the terms used in measuring land.

MATERIALS:

Student Activity Sheet
(Master included)
Dictionaries

EVALUATION:

The students will be able to correctly match the terms of land measurement with their definitions.

ADAPTATIONS:

The teacher may wish to have the class correct the activity sheet.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Activity Sheets for the students participating.
2. Have dictionaries on hand.
3. Have the students match the terms of measurement with their definitions, using dictionaries if necessary.
4. Collect the papers for evaluation.

Answer key:

mile C	rod H
acre A	square mile D
hectare E	meter G
kilometer B	foot F

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Elementary Social Studies TITLE: Measurement Match-up	TOPIC: Geographic Skills	Student Activity Sheet	303-805 (108) D

Land measurement terms	Definitions
____mile	A. 160 square rods
____acre	B. about 5/8 of a mile
____hectare	C. 5,280 ft.
____kilometer	D. 1 mile by 1 mile
____rod	E. 10,000 square meters
____square mile	F. 12 inches or 30.48 centimeters
____meter	G. 39.37 inches
____foot	H. 5 1/2 yards, 16 1/2 feet, or 5.0292 meters

The students will define sea level, elevation, and altitude. (108)

Elementary Social Studies
TITLE: Sea level, Elevation and Altitude

TOPIC: Geographic Skills
TIME SEGMENT: 15-20 minutes

303-806 (108)
D

INSTRUCTIONAL OBJECTIVE:

The students will define sea level, elevation, and altitude.

MATERIALS:
Student Activity Sheet
(Master included)
Dictionaries

EVALUATION:

The students will define the terms sea level, elevation and altitude to the satisfaction of the teacher.

ADAPTATIONS:

The teacher may wish to have the students correct their own papers.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Activity Sheets for the number of students participating.
2. Have dictionaries available.
3. If necessary, give the students some background before assigning the activity sheet.
4. Assign the Student Activity Sheets. Tell the students to write the definitions of the terms given on drawing.

   Have them use the dictionaries if they need assistance.
5. Collect the completed activities for evaluation.

Evaluation and Comments on Activity:

Students: _____

_____

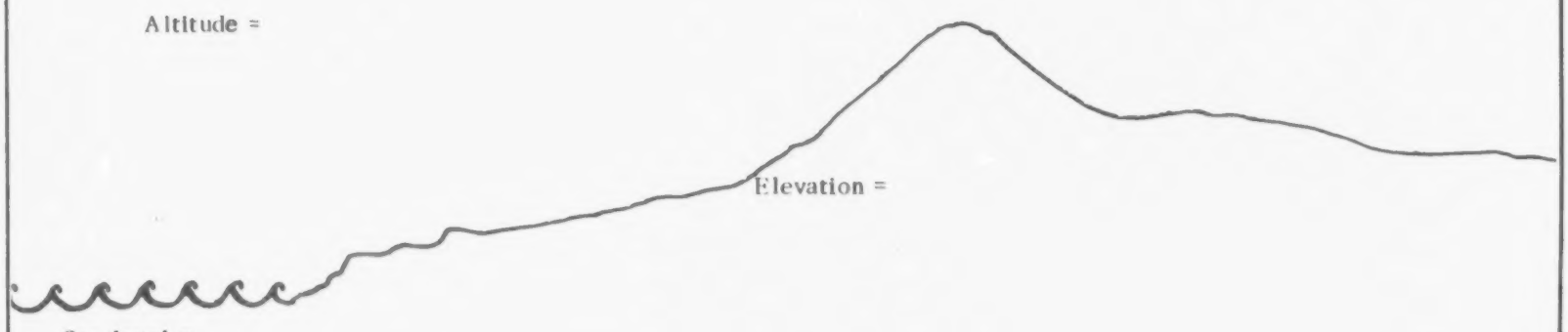
_____

Teacher: _____

_____

_____

Elementary Social Studies TITLE: Sea level, Elevation and Altitude	TOPIC: Geographical Skills	Student Activity Sheet	303-806 (108) D



The students will use scales and legends on maps. (102)

Elementary Social Studies

TITLE: Readings Legends and Scales

TOPIC: Geographic Skills

TIME SEGMENT: 15 - 20 minutes

303-807 (102)

D

INSTRUCTIONAL OBJECTIVE:

The Students will use scales and legends on maps.

MATERIALS:

Student Activity Sheet
(Master included)
Rulers

EVALUATION:

The students will be able to read a map by using symbols found in the legend and measuring distance according to the scale. These should be done to the satisfaction of the teacher.

ADAPTATIONS:

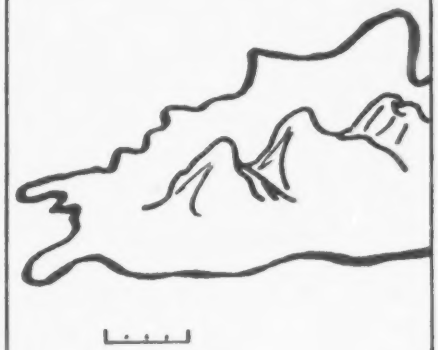
The teacher may adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Activity Sheets for students participating.

2. Give each student involved a copy of the activity sheet and a ruler.



3. 1. Show the students how to read a scale of miles on a map.
   2. Show them how to measure the scale with their rulers to determin ratio.
   3. Explain that each 3/4 inch equals 200 miles on this map.
   4. Have them measure the distance between various cities that you designate.

4. Show the students how to read a legend.

5. Ask the students questions about distance between points, capital cities, and interstate highways until you feel that the students understand the concepts involved.

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

THE UNITED STATES OF AMERICA

LEGEND

Capitol city •

Interstate highway

Scale of Miles

0---------200

BEST COPY AVAILABLE

Elementary Social Studies

TITLE: Landscape Features

TOPIC: Geographic Skills

TIME SEGMENT: 30 to 34 minutes

303-808 (102)

D

INSTRUCTIONAL OBJECTIVE:

The students will identify names for landscape features in the community and use symbols for them on simple maps.

MATERIALS:

None

EVALUATION:

The students will be able to make a sketch map of the community and place on it five landscape features to the satisfaction of the teacher.

ADAPTATIONS:

The teacher may wish to provide a sketch map of the community for the students to use.

PROCEDURE:

To the teacher:

1. Show the students how a sketch map is made. Help them to draw a simple map of the community. Put in a few of the major streets.

2. Then, have each student choose five of the well-known landscape features of your community. The features might be parks, a river, the community swimming pool, a creek or canal, the city building, the foothills, the cemetery, the library, a lake or pond, a local peak, a nearby canyon or a number of other familiar landscape features.

3. Have the students make up symbols for each landscape feature. For example:

lake or pond

library

4. Have the students make a legend with the names and symbols in a corner of the map.

5. Next, have the students put the symbols on the map in the proper location.

6. Collect the sketch maps for evaluation.

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

The students will identify names for landscape features in the community and use symbols for them on simple maps. (102)

Elementary Social Studies

TITLE: Color on Physical Maps

TOPIC: Geographic Skills

TIME SEGMENT: 40-60 minutes

303-809 (108)

D

INSTRUCTIONAL OBJECTIVE:

The students will explain that color is used mostly on physical maps to show elevation.

MATERIALS:

Student Activity Sheet
(Master included)
Crayons or colored pencils
Physical maps

EVALUATION:

The students will accurately color a physical map according to their own color codes.

ADAPTATIONS:

The teacher may wish to make the color code uniform.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Activity Sheets for the students participating.

2. Show the students physical maps that are color-coded. Explain that each color represents a different elevation. Go through the code and show the students where the highest parts of the map, the lowest parts, etc., are found.

3. Assign the Student Activity Sheet and provide crayons or colored pencils. Have the students make a code by putting a color by each of the elevations in the legend. The students will then color their map according to their own color code.

4. Collect the maps for evaluation.

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

The students will explain that color is used mostly on physical maps to show elevation. (108)

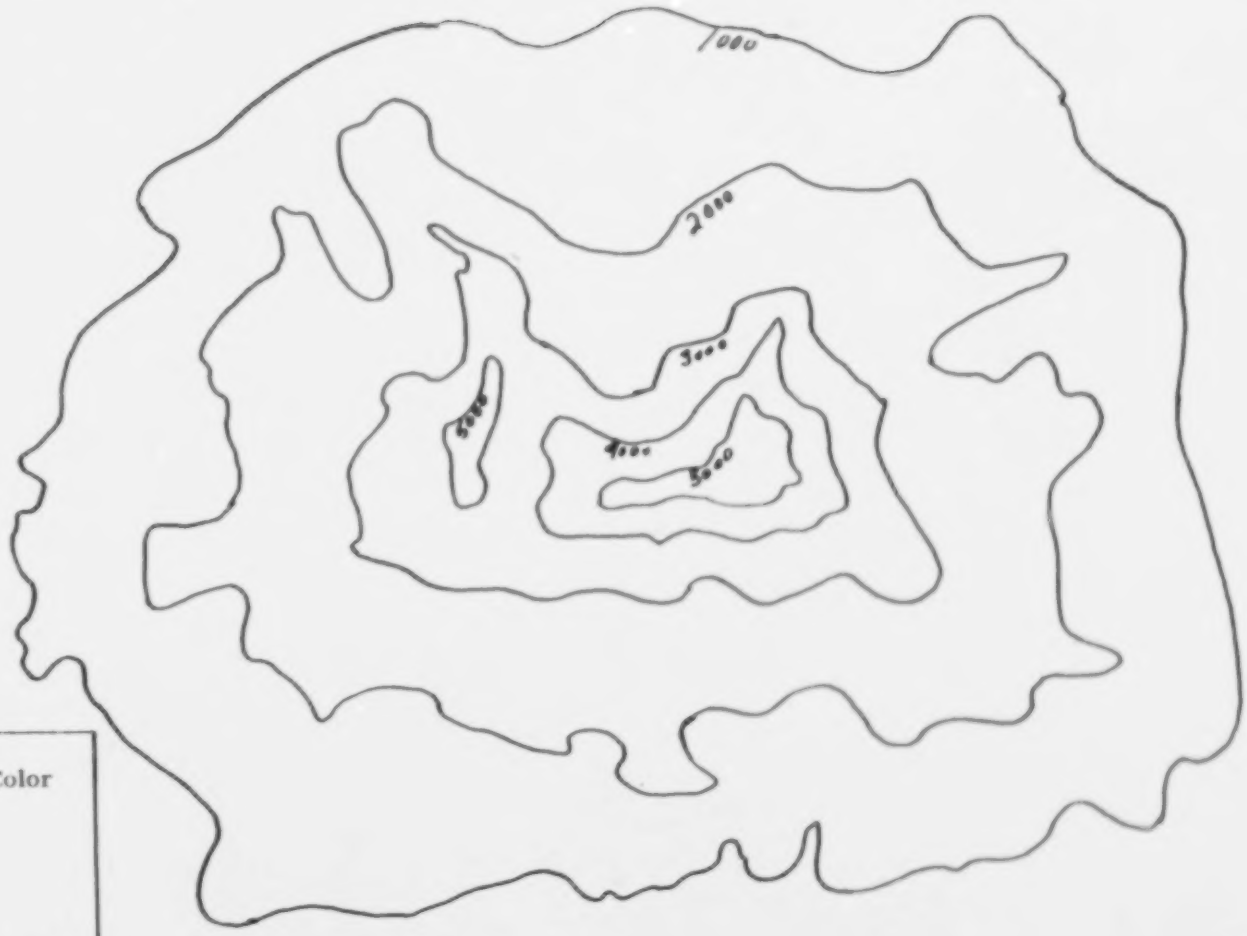
Elementary Social Studies
TITLE: Color on Physical Maps

TOPIC: Geographic Skills

Student Activity Sheet

303-809 (108)

D



Legend

Feet	Color
1000	
2000	
3000	
4000	
5000	

297

298

The students will verbally describe coastlines and locate them on maps. (102)

Elementary Social Studies

TITLE: Coastline Game

TOPIC: Geographic Skills

TIME SEGMENT: 30 - 35 minutes

303-810 (102)

D

INSTRUCTIONAL OBJECTIVE:

The students will verbally describe coastlines and locate them on maps.

MATERIALS:

World map

EVALUATION:

The teacher will observe whether or not the students participate in the game.

ADAPTATIONS:

If necessary, restrict the area from which the coastline may be chosen to make the game easier.

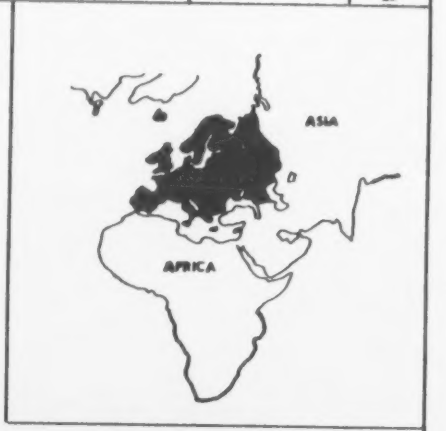
PROCEDURE:

To the teacher:

1. Place the world map where all the students participating can see it.

2. Explain to the students that they will be playing a game the object of which is to guess the coastline that the person who is "it" has in mind.

3. Divide the group in to two teams.



4. Have a member from one team stand before the group and think of a coastline from the map without telling what it is. It may be the coastline of any geographical unit: a continent, a nation, a state or province, an island, etc.

5. The opposing team has twenty questions to guess the coastline that the student has in mind. The team may ask only questions that can be answered with yes or no. If the coastline is guessed within twenty questions, the questioners receive the point. If it is not guessed, the other team receives the point.

6. Have a scribe at the board to keep the score and number of questions asked.

7. The team asking the questions should ask questions that will narrow down the possibilities as quickly as possible. (i.e. "Is it in the Western Hemisphere? In Africa? North of the United States?" etc.) Questions of description should also be asked ("Is the coastline long? Straight? Rugged? Curved? etc.)

Skills:

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

The students will explain the differences between people-drawn boundaries and natural boundaries (those which follow natural features, such as mountains or rivers.) (102)

Elementary Social Studies

TITLE: Boundaries

TOPIC: Geographical Skills

TIME SEGMENT: 20 - 30 minutes

303-811 (102)

D

INSTRUCTIONAL OBJECTIVE:

The students will explain the difference between people-drawn boundaries and natural boundaries (those which follow natural features, such as mountains or rivers.)

MATERIALS:

Physical maps

EVALUATION:

The students will correctly name three boundaries that are people-drawn and three that are determined by natural features.

ADAPTATIONS:

The teacher may wish to choose the six boundaries.

PROCEDURE:

To the teacher:

1. Have physical maps available for all students participating in the activity.

2. Explain to the students that some boundaries are people-drawn. These are sometimes drawn along parallel or meridan lines and at other times they seem to have been drawn arbitrarily. Other boundaries are determined by natural features such as a river or a range of mountains.

3. Have the students look at the boundaries on physical maps. Have them choose three boundaries that are people-drawn and write the political units that they divide. Have the students do the same with 3 boundaries that are determined by natural features. They should also write down what the natural feature is.

4. Collect the papers for evaluation.

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

The students will explain that the earth turns counter-clockwise from west to east. (102)

Elementary Social Studies

TITLE: The Rotation of the Earth

TOPIC: Geographic Skills

TIME SEGMENT: 10 minutes

303-812 (102)

D

INSTRUCTIONAL OBJECTIVE:

The students will explain that the earth turns counter-clockwise from west to east.

MATERIALS:

Globe

EVALUATION:

The students should be able to explain, if called upon, that the earth revolves from west to east.

ADAPTATIONS:

The teacher may adapt this activity to the needs of the students.

PROCEDURE:

To the teacher:

1. Using a globe demonstrate how the earth turns from west to east. Go over the concept, asking questions of the students, until you feel that they understand it.

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

The students will identify the planets in order of distance from the sun. (102)

Elementary Social Studies

TITLE: Our Solar System

TOPIC: Geographic Skills

TIME SEGMENT: 15 - 20 minutes

303-813 (102)

D

INSTRUCTIONAL OBJECTIVE:

The students will identify the planets in order of distance from the sun.

MATERIALS:

Student Activity Sheet
(Master included)
Texts, encyclopedias, etc.

EVALUATION:

The students will demonstrate their understanding of the solar system by correctly labeling the planets in order from the sun.

ADAPTATIONS:

The teacher may adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Activity Sheets for the students participating.

2. Provide texts, encyclopedias or other sources for the students.

3. In a reference book have the students find the solar system with the planets in order away from the sun.

4. Next, have the students label the planets in order from the sun on their Student Activity Sheets. Collect the sheets for evaluation.

Evaluation and Comments on Activity:

Students: _____

_____

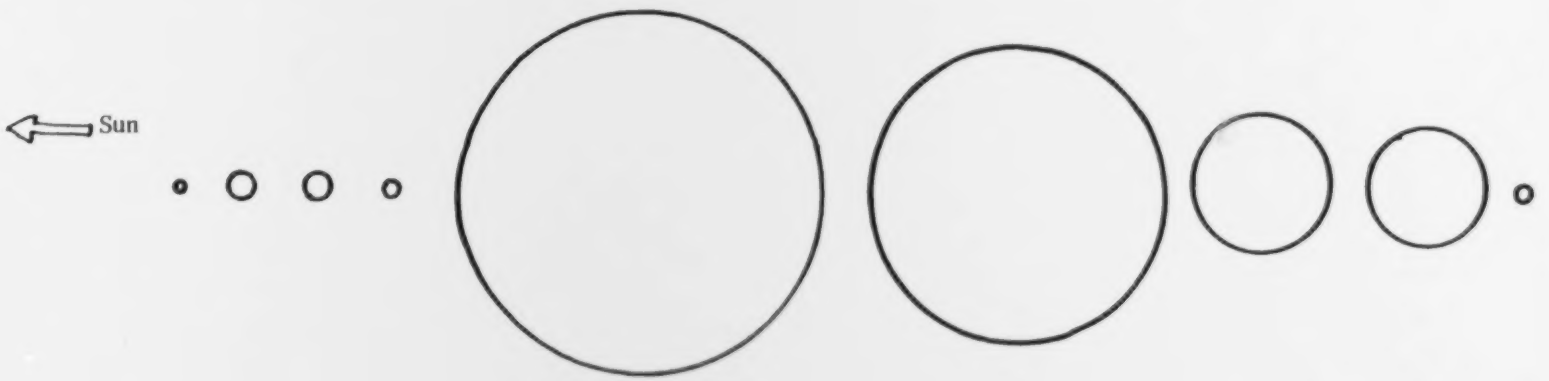
_____

Teacher: _____

_____

_____

Elementary Social Studies TITLE: Our Solar System	TOPIC: Geographic Skills	Student Activity Sheet	303-813 (102) D



323

324

The students will explain what causes tides. (102)

Elementary Social Studies

TITLE: Tides

TOPIC: Geographical Skills

TIME SEGMENT: 30 -45 minutes

303-814 (102)

D

INSTRUCTIONAL OBJECTIVE:

The students will explain what causes tides.

MATERIALS:

Encylopedias, texts, etc.

EVALUATION:

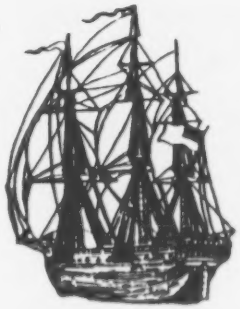
The students shall be able to explain orally to the teacher' s satisfaction what causes tides.

ADAPTATIONS:

A diagram showing the pull of the moon on the ocean of the world could be required of each student.

PROCEDURE:

To the teacher:



1. Through selected reading the students participating should have a good understanding of tides and their causes.

2. Before the reading is done, assign four students to assist you with the discussion that will follow the reading. Give each student one of the following topics: High tide, low tide, spring tide, and neap tide. Have the students collect, and as they read, information on their assigned topics to give to the group.

3. Hold the discussion. Have the students participate. Have a summing-up session where you quiz the class on information given during the discussion and evaluate the students' understanding.

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

The students will describe the community in which they live by drawing pictures or making simple maps. (103)

Elementary Social Studies
TITLE: Community Maps

TOPIC: Geographic Skills
TIME SEGMENT: 5 class periods

303-815 (103)
D

INSTRUCTIONAL OBJECTIVE:

The students will describe the community in which they live by drawing pictures or simple maps.

MATERIALS:

Chalkboard
Paper
Crayons or colored pencils

EVALUATION:

The students will draw to the teacher's satisfaction a simple map or picture of the community in which they live.

ADAPTATIONS:

PROCEDURE:

To the teacher:

1. Discuss with the students participating in the activity what a map is.

2. On the board with the help of the students, draw a map of the school and the schoolgrounds. Decide where each teacher's room is and the principal's office. Locate the multi-purpose room and the school media center. Be sure to indicate which is N, S, E, or W on the map.

3. On the playground they could locate the playground equipment, the ball fields, the sidewalks, and the areas in which the children played, etc. Label each area.

4. Plan a walking tour of the neighborhood in which the school is located.

5. Have the students draw a map of the area and label the streets and buildings which they passed. Be sure they have their directions correct on their maps.

6. Have the students draw a map or a picture of the community in which they live.

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

The students will map businesses, industries, and/or schools in the community. (102)

Elementary Social Studies

TITLE: Your Schools

TOPIC: Geographic Skills

TIME SEGMENT: 30 - 40 minutes

303-816 (102)

D

INSTRUCTIONAL OBJECTIVE:

The students will map businesses, industries and/or schools in the community.

MATERIALS:

None

EVALUATION:

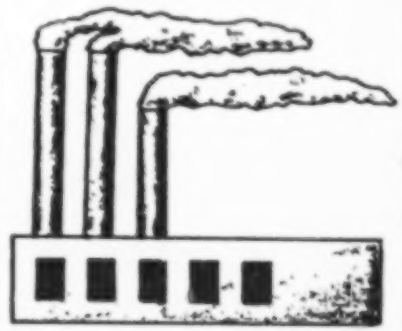
The students will complete a sketch map of the community locating schools and the neighborhoods in which they are located.

ADAPTATIONS:

In some cases elementary, intermediate, and high schools are in separate communities. If so, the teacher may choose how many schools should be mapped.

PROCEDURE:

To the teacher:



1. Talk with the students participating. Help them to identify the public schools that they will attend if they remain in the community.

2. Have each student draw a sketch map of the area in which the schools are located. Have them include several main streets of the town or city to show the relationship of the school neighborhoods to the center of town. The streets that border each school should be labeled.

3. Have the students draw symbols on their maps to represent each school. These should be labeled.

4. Have the students hand in their papers for evaluation.

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

The students will distinguish between towns, cities, states, countries, and continents verbally and by using maps. (102)

Elementary Social Studies

TITLE: Boundaries and Symbols on Maps

TOPIC: Geographic Skills

TIME SEGMENT: 20-30 minutes

303-817 (102)

D

INSTRUCTIONAL OBJECTIVE:

The students will distinguish between towns, cities, states, countries, and continents verbally and by using maps.

MATERIALS:

Maps of North America, the United States, and individual states.

EVALUATION:

The students will be able to correctly identify on a map a town, a city, and the state, country and continent in which the town and city are located.

ADAPTATIONS:

The teacher may adapt this activity to the needs of the students.

PROCEDURE:

To the teacher:

1. Have maps available for the students participating.

2. Have a student read aloud to the group the definition of city from a dictionary. Have another student read the definition of town. Point out that the definitions do not make a clear-cut distinction between a large town and a small city. In group discussion, have the students come up with workable definitions for town and city for the purpose of this activity.

3. Using maps show the group how the boundaries for continents, countries and states are indicated. Show them how cities and towns are marked on the maps that they will be using.

4. Ask each student to find, on a map, a town and a city in one of the states in the United States and write their names on a separate piece of paper. Have the students also write down the names of the state, country, and continent in which the towns and cities are located. Tell them to leave room after name to describe or draw how each is indicated on the map. For example:

Littleville	. (or small dot)
Iowa	a dotted line (or ----)

5. Have the student hand in their papers for evaluation at the completion of the activity.

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

348

Using North as a reference, the students will identify on a map or globe the directional terms - left, right, north, south, east, and west. (102)

Elementary Social Studies
TITLE: North, East, South, and West

TOPIC: Geographic Skills
TIME SEGMENT: 15-20 minutes

303-818 (102)
D

INSTRUCTIONAL OBJECTIVE:

Using north as a reference, the students will identify on a map or globe the directional terms - right, left, north, south, east, and west.

MATERIALS:

Student Activity Sheet
(Master included)
Large map

EVALUATION:

The students should be able to correctly identify on the map of Utah the directional terms - left, right, north, south, east, and west.

ADAPTATIONS:

The teacher may adapt this activity to the needs of the students.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Activity Sheets for the students participating.

2. Using a large map, show the students which direction on the map is right and which is left. Then teach them that north is always at the top, south is always at the bottom, east is to the right and west is to the left.

3. Give the students their activity sheets and have them indicate right and left and the compass directions on the Utah map. Tell the students to use arrows by the words to make the direction clear.
For example,

↑
North

4. The activity sheets should be handed in for evaluation.

Evaluation and Comments on Activity:

Students: _____

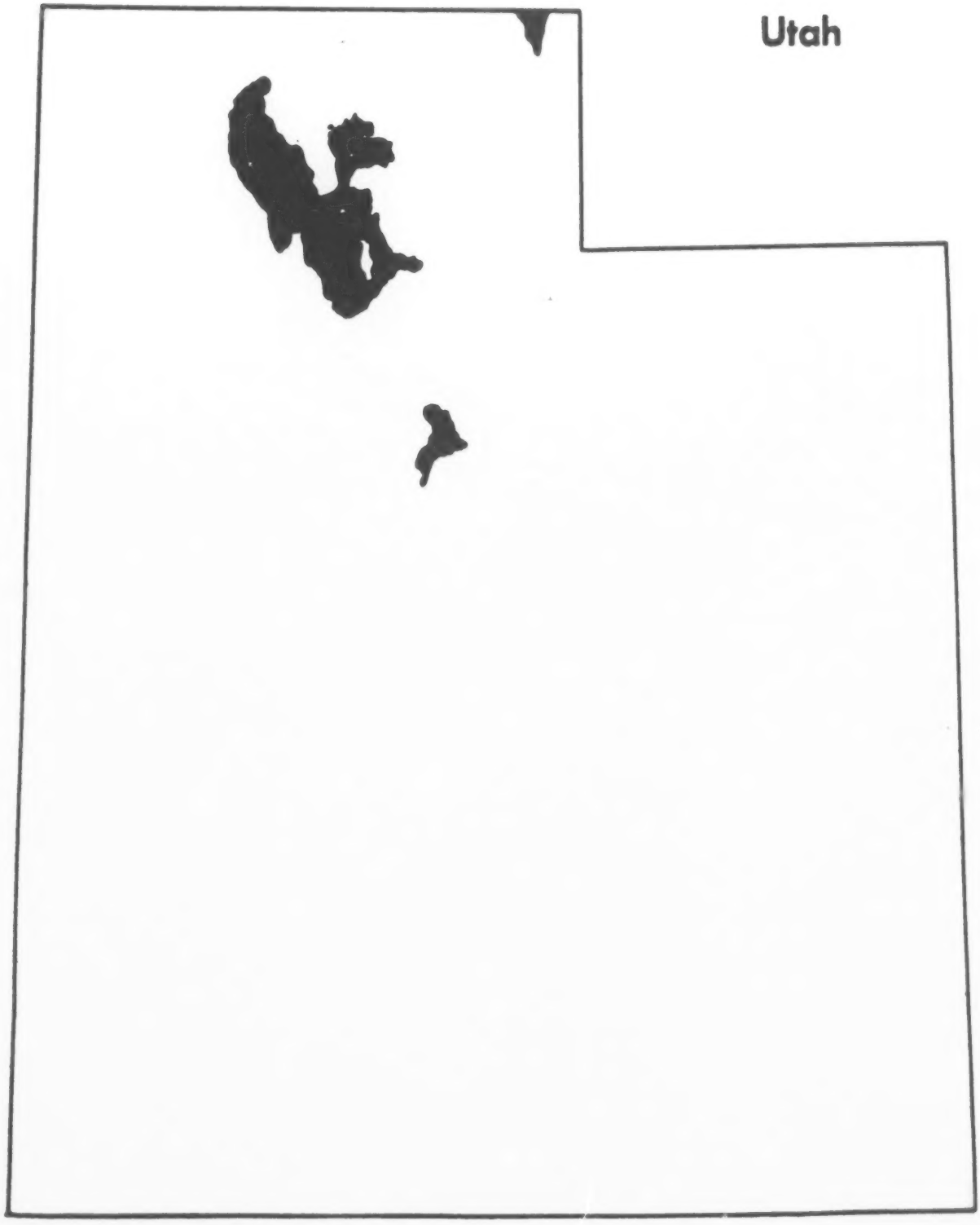
_____

_____

Teacher: _____

_____

_____


Utah